The School Journal.

Entered at the New York Post Office for transmission through the mails as SECOND CLASS MATTER.

Established 1870.

The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

TERMS.

$2.50 per year; $2.00 a year if paid in advance.

E. L. KELLOGG & CO., *Educational Publishers,*
21 PARK PLACE, NEW YORK.

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New York, April 12, 1884

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK *because there are things that must be said* NOW.

MAYOR LOW never said a truer thing (and he says a good many) than when he told the teachers of Brooklyn that they owed it to their profession and to the schools to enlarge their knowledge of the subject of education. All the teachers cried Amen when more schools and better accomodations were proposed by the mayor. Let them now cry Amen when he proposes that the teachers should have better ideas about teaching, should read works on education and the literature of the profession.

IT has been said that giving is a means of grace, because it develops in the giver noble qualities—helpfulness, sympathy, and love. This it should do to the teacher. The giving of time and talents to the work of directing the growth of the young should bring to the donor high attainments of character. It would seem as though the teacher could not be narrow-minded or selfish. Consider the work you are engaged in, and say to yourself: "I will increase my moral strength; I will take broader views of life; I will be a better human being because I am a teacher."

THE Education Bill had a stormy time in the Senate. Senator Blair introduced a bill but it has been so amended that it is practically a new bill. One amendment is that no State is to receive any of the money unless it shall have had a system of free common schools for both blacks and whites. No State is to have more than it spends itself for schools. The South is pleased with it; it will do more for them than any other and all other legislations. Senator Brown said "the South wanted schools; as for then ext Presidential contest it cared nothing." A noble sentiment!

THERE are signs of a popular awakening on education. Time was when the schools were ignored by the newspapers. But now reporters explore the unknown country—the school-room. They are giving their readers descriptions of the exercises and urging the parent to go and see for himself. Success to the effort. The newspaper will be a most efficient means of arousing interest in the schools. The teachers feel rather nervous, to be sure, for they are not certain their mediæval practices will bear the light; but it is a good sign that the newspaper talks about the school as well as the market and the weather.

THE Senate passed on Monday the bill to aid Education. Seventy-seven millions are appropriated to be spent in eight years; seven millions the first year, ten the next, fifteen the next, then thirteen, then eleven, then nine, and so on—on the basis of illiteracy as per census of 1884. This is a good beginning. We heartily approve of increasing the amount spent for education at the South, and this will accomplish that end and some others. As has been said, we are in favor of aid from the general government when it has the means as it now has—but would have that invested by the State, and its income expended, year by year, so that "generations yet unborn" could be aided towards light and knowledge. There is no reason why the States might not have a thousand millions thus invested. Then, as to helping the freedmen, we favor that most empathically. The Senate propose to distribute seventy-seven millions among white and black, North and South, on another basis. We shall not interpose an objection, though we believe the plan not the best that could be adopted. All money spent for education is well spent, and hence this is a move in the right direction. Now will the bill pass the House? It is believed that it will. Let every teacher and school-officer send a petition to Congress, asking for appropriations for educational purposes, and thus help on the beginning that has been made. If this money is not spent for education it will be as good as wasted by our representatives on post-offices, custom-houses, etc.

IT is one of the curious things of the world that a human being may draw others around him as though he were a magnet. To explain this we have to use the term "personal magnetism," and it seems a needful term. It is not wholly a gift of nature, it comes from culture quite as much. To the teacher this is an essential, a very essential quality; in fact, without it it is almost impossible to teach.

A principal of a school says: "In selecting a teacher I used to propose a walk. By this means I got the person out of the formal and stiff attitude he would be in if he sat in a chair and faced me. When walking and talking I would endeavor to see if I felt any influence attracting or drawing me. If I did not feel interested in the person I concluded the pupils would not." This gentleman was wonderfully successful in selecting teachers, and we can see the reason for his success.

Naturally, a teacher will ask, "How can I become attractive?" It is a good question. There lies in us the power to please. A cat or a dog, or a horse, knows how to win the regard of its owner. Follow nature, the nature within you. A teacher of eminence was asked by an assistant, "What can I do to interest my pupils?" He said in a laughing way, "You must not forget to smile on them; no matter what valuable truth you may impart, they will remember the smile the longest." Let the teacher then determine to be attractive to his pupils; let his words and his acts be such as he would employ towards one whose favor he greatly desired. Those we please are ready to learn from us. The art of pleasing grows by cultivation just as any other art.

TEACHING TO THINK.—Much is said about the value of arithmetic and grammar in teaching children to think, to reason, which is all very well, but that is a power that comes only to the mature mind. By attempting to develop the power too soon we entirely defeat the end in view; we neglect the means which would have brought about the development at the proper time. The child neither knows nor cares about general principles, his mind is not fitted to deal with them. But he does know something about surrounding objects, and is interested in them. He needs to know about them, too. Whether he ever attains very much power of thought or not, he will need to know about these. His success depends upon a knowledge of the things with which he has to deal, and it is this specific knowledge that furnishes him with material for abstract thought, or generalization, when the power to use them comes. Instead of giving him rules in arithmetic or grammar to learn, give him objects to experiment with; instead of giving him some insignificant place in Asia to hunt up, let him look up the occupations of people in his native town. Call his attention to the phenomena of nature right around him; arouse his curiosity. Set him to finding out causes for himself. Cultivate the spirit of investigation, and the reasoning power will take care of itself.

THE EXERCISE OF THE MORAL FACULTIES.—One secret of successful teaching is to excite and keep alive a spirit of wholesome activity among the pupils. As with the mental and physical powers, so it is with the moral faculties. They strengthen by exercise but weaken by inaction. The tendency and power to do right come by doing right. The inclination to think nobly is obtained by dealing with noble thoughts. Dunning has well said, "Character is formed by training rather than by teaching. A teacher cannot lecture a child into good manners nor change habits of any kind by the longest speech. Habits are changed only by repetition of doing, and it is in these doings that training consists."—JOHN W. WOODY, *In The Student.*

For the SCHOOL JOURNAL.

LETTERS FROM NORMAL PARK.—NO. XXII.

THE DOUGLAS SCHOOLS OF CHICAGO.

The Douglas Schools of Chicago have made so wide and so good a reputation for themselves that your correspondent determined to pay them a visit. The presiding genius of the lowest primary was not a stern-visaged person that filled the hearts of her tender subjects with fear. On the contrary, she was a smiling-faced young woman, whose tones were soft; whose commands were gentle but firm, and whose bearing was such as to command the confidence, love and respect of sixty-three loyal admirers.

The first exercise was one in language, in which all the pupils in the room engaged.

From a table the teacher took a box of toy chickens, white and yellow. She held one up and asked for a story. Many hands were raised. Tommie may stand. Tommie says: "I see a chicken." Who can tell me something else? Mary: "I see a yellow chicken." Teacher: Yes, something more." Hugh rises and leans against the desk. He is politely informed that gentlemen do not stand in that way. Having assumed an upright position, with his arms folded behind his back, Master Hugh says: "I see a small yellow chicken." Teacher: Tell me something the chicken has. Pupil: "The chicken has two eyes." Jennie: "The chicken has a mouth." Teacher: What is the name of this long pointed thing, that Jennie calls a mouth? John, who has seen many chickens at his uncle's in the country, is anxious to tell the community that "it is a bill." Teacher: What else has the chicken? Answers: The chicken has two legs;" "it has toes;" "it has a head;" "it has wings;" "it has feathers." Teacher, holding up two chickens, says: What have I? Answer: "You have two chickens." Teacher: Tell me all you know about them. The children repeat nearly the same answers as before, excepting that the *plural* pronouns are substituted in the place of the *singular* pronouns. To the question: What do the chickens do? they answer, "They lay eggs," gives the teacher an opportunity to take up a box of vari-colored candy eggs, from which a lesson in shape and color is given.

Twenty minutes has been spent in this oral language lesson, during which time the pupils have kept excellent order, with a slight exception on the part of Willie, who would whisper and turn around in his seat. He is kindly invited to stand on the floor a few minutes and rest himself, as he seems to be tired of sitting. Two boys at a signal now rise and lower two windows half their length; at another signal the children rise and go through some pleasing gymnastic performance, singing as they move. At the end of these they march around the room a few times, going through with one or two evolutions. Five minutes are spent in these exercises.

The first class in number is now called to the number-table, a long handsomely-finished piece of furniture, having a raised narrow surface running the whole length of the centre, from which central surface the sides slope gently to the edge on either side. These side surfaces are divided into spaces by strips of black walnut, making eight on each side. Sixteen pupils range themselves in order at the table and await further orders. On the central surface are ten boxes, each containing a different kind of article. There is a box of chickens, of candy eggs, of dishes, of dolls, of steel rings, of blocks, of spools, of tiny brass bells, of iron jacks, and of tin toys. Teacher: You may take from your boxes as many things as Hugh, Willie and Maud have eyes. How many things have you? Answers: "I have six dolls," "rings," etc. Teacher: How many pairs of things have you? Answer: "I have three pairs of things." Teacher: If you give away one pair how many things will you have left? Answer: "I will have two pairs left." Teacher: How *many things?*" Pupil: "I will have four things left."

Pupils at their seats, who are copying tables of figures from the blackboard, and supplying missing figures as in 4+4=? are called to the table, one at a time, and requested to verify, with any objects they may choose, the statements made on their slates. The time occupied with this lesson is twenty minutes.

Two classes are next called up, the members of which form two rings, with one of their number in the centre, who is the rabbit. The rabbit in each ring jumps and catches one of his mates as they circle around and sing. This Kindergarten game is very popular with the children.

It is now time for dismissal. The children pass quietly to the dressing-room to get their hats and wrappers, after which they take their seats. At a signal the girls pass to the door and form in two lines. The boys do the same. At the sound of the gong they pass quietly out—*walking* not marching—to take their place in the continuous lines of one thousand children, who are now pouring forth like bees from all the hives in the building. The lines are kept separate by the teacher, who stands on every landing, on each side of whom the pupils pass. Five minutes, at most, is sufficient time in which to empty the building of its occupants.

TALK BY PROF. FREDERICK ROOT.

An invitation had been given to the teachers to listen to Prof. F. Root on "Training the Voice for Singing." He did not teach notation, but simply trained the voice, and this was done partly through a series of breathing exercises, called the Delsarte system (the same as those taught at the Normal School). He thought there was not more than one person in a thousand who could not learn to sing fairly well. Voice-culture would enable teachers to obtain proper tones in reading as well as in singing.

At the close of the talk, fifty-five rose to express their desire to organize a class for ten lessons. It is beginning to be felt that not enough attention is given by the teachers to cultivating the voice for talking and reading. Like many ministers, many teachers yearly leave their profession with broken-down voices, which proper training would have prevented.

AMONG THE CHILDREN AGAIN.

The afternoon was spent in the second room of the first primary grade. The first lesson was in the first reader (Appleton's).

The children are standing in a group around the teacher according to the Quincy plan. Words which could not be pronounced are written by the teacher on the board, and pronounced by the pupil or for him by another pupil, after which he goes to the board and writes the word.

After the reading lesson a class in number is called around a table like the one in the other room, and uses objects similar to those described. Little problems are given to the children, which they verify with their objects. After the dismissal of this class, some problems are given to all the pupils in the room to be worked mentally at their seats.

Teacher: I do not wish you to hold up your hands; I can tell by the looks of your eyes whether you have the answer. A boy had ten apples and gave five away; how many had he left? Johnnie does not know the answer; his eyes do not shine. Mary has the answer, because her eyes just sparkle. What is the answer, Mary? "Five." That is right.

After more examples of this kind, the windows are lowered and gymnastics gone through with.

Writing sentences on slates copied from models on the blackboard, is then an exercise for a few minutes. The slates had been previously cleaned by each pupil, who used a sponge or piece of cloth with which he wiped the slate, as the teacher passing along the aisles poured water on them from a bottle. The writing was done with great care and neatness. At 2.30 o'clock the pupils were dismissed for a short recess, in the same order as that mentioned for the first room. At this hour the younger ones go home. The others occupy the remainder of the afternoon in reading, writing and language. At 3.30 all are dismissed. The two rooms mentioned belong to the first grade. There are four classes in each room, arranged thus for convenience merely, as every pupil has exactly the same lessons each day. A program on the board in the first primary read: "Reading, spelling, physical exercises, language, number, physical exercises, singing, spelling, recess, reading, writing, language."

I. W. FITCH.

For the SCHOOL JOURNAL.

THREE MORAL FORCES.

Among the moral forces at the teacher's command are three—love, pity, ridicule—of which few realize the potency or the most effective application. The first of these—love—is underrated, though it can hardly be misapplied. Love is, of all forces, purest and strongest. The teacher cannot love his pupils over well, nor strive too earnestly to awaken their love for him.

But pity, though it is one of love's manifestations, must be indulged with caution. Take care whom you appear to pity; in one heart it awakens instant love, in another hate or contempt; some crave pity, others will rather endure anything else.

Ridicule, though constantly employed, seems to be little understood and strangely misused. With many it is like a Damascus blade in the hands of a butcher. It is a keen weapon; it is a cutting lash, marvelously potent for both good and evil. A dog will cringe under it; a child may die from it; it may ruin a life; it will save a city. Better for a school that a vitriol-thrower be set over it than one who uses ridicule indiscriminately. But what good work it might be made to do in the cause of temperance and decency.

Here is a young man in your school, who is just trying to get his tongue familiar with an oath; to reconcile his stomach to a cigar or possibly to a drink of whiskey. See what ridicule will do with him. It is worse than useless to make him (apparently) an object of serious solicitude; this is just the encouragement the boy wants. But laugh at him; ironically suggest that he is getting to be a desparate character; inquire if he keeps a brace of pistols beside his cradle; in any and all ways endeavor to make fun of him in these habits; but do not let this ridicule follow him in his studies. Do not let it touch him there. It is not the boy you ridicule, but his ridiculous attemps at precocity. So with the lazy boy, the careless boy, the untidy boy, the one who tries to appear "smart." These are fair targets for ridicule; but it should always be good-natured, never cutting, unkind, or accompanied by irritability.

THE BEST KNOWLEDGE.—The knowledge which we crave and work for, which we look for and find, which we think out or dig out for ourselves, which we rejoice in as in a newly found treasure - that is the knowledge, be it small or great, that is worth having. It is like the food for which we hunger, it gives us fresh power and fuller life. It matters far less even *what* this knowledge is than the way in which it was gained. The most systematic and well-prepared course of study, worried through by a student whose only care is that he may get his diploma, is of far less value to him or to the world than the vital thought of the young mechanic, who, anxious to master the secrets of his trade, patiently studies its details, discovers its principles, and infuses into it his own fresh and living force; perhaps in the form of some new invention, or perhaps in a more skillful touch or a more delicate finish than it has yet received. Knowledge, like the blood, is only healthy while in brisk circulation. Its work is to supply the veins and arteries of our mental life, thus continually being transformed into new thought and fresh activity. It should feed our whole lives, making them richer, happier, more powerful, more valuable. The knowledge that does this has attained its object, whether it be the highest culture of the schools, or the practical tical business of the office or the factory; whether it be the latest results of scientific research, or the faithful observation of a single flower; whether it be the knowledge of human nature that enables a general to conduct a campaign, or that which helps a gentle woman to maintain harmony in her family. At the best no one can know much. Compared with the infinite realms above and beyond us to be yet discovered, the knowledge of the most learned man covers but a tiny spot, and what fraction of such a spot ours may cover is but a small matter. But it does matter to ourselves and to all around us the use we shall make of what we do possess; whether we shall carry it around for exhibition, or whether we shall convert it into a living force, to elevate our own natures and to bless and help mankind.—*Phil. Ledger.*

For the SCHOOL JOURNAL.

COMPULSORY EDUCATION.

The public school is established by the State, not only for the personal benefit of the pupil but also as a means of self-preservation and happiness of the State. As the people are the rulers, they should be fitted to rule wisely or the State will be imperilled. Every child growing to manhood ignorant and undisciplined will be an element of dis order, incapable of performing civic duties. He will be the ready tool of evil men; unaccustomed to any restraint he will be ready to defy the laws. The schools are planned to instill a respect for rightful authority and knowledge of the duties of citzenship, thus promoting the general welfare and happiness. It is mainly upon this ground that the State has a right to levy taxes for the support of the schools. If the State has the right to compel the provision of educational advantages upon the ground of public welfare, she has the right to enforce participation in what is provided; and upon the same ground the right becomes a duty.

It is objected that this would interfere with the right of the p: rent. He looks upon his child as his property, with which he can deal as he chooses. It should not be forgotton that the child has rights too. He has a right to the advantages provided by the State, which will fit him for a life of prosperity and happiness. If the avarice or ignorance of the parent would deprive the child of these, it is the duty of the State to protect the child in his rights.

Compulsory attendance at school is objected to by the masses, and, it is said, can only be enforced with difficulty; beside, the assistance of the child is preferred to his education by many. The masses are ignorant of the benefits of education, and also of the detriment that ignorance is to their children. Not only does ignorance prevent the child from acquiring a healthy physical and mental development which would enable him, eventually, to command good wages, but the employment of children reduces the wages of adults.

The State then must protect the parent from the effects of his own ignorance. Nor will it be best to wait until the masses have advanced to the point where the enforcement of compulsory laws will be attended with no difficulties. It is the duty of the more intelligent to insist upon those things that advance the general good. An objection to the enforcement of laws on compulsory education is that it forces into the school room many vicious children whose presence there would be a serious disturbance. Some courts have decided to refuse to enforce the law until places could be provided especially for such pupils. They are sometimes sent to reformatories, but here they associate with those already hardened in vice and are seldom benefited. What is needed is schools established especially for this class of children, and instructors fitted especially to deal with them. There are men and women fitted by nature and by grace to reach the hearts of such children, and make them better. Let such be found for these schools; then we shall have rereformatory schools in fact as well as in name. England has established day industrial schools for such as these, and finds that they are effectual in weaning from truancy. With such schools it will be necessary to have special officers appointed for the business of looking after delinquents. Such officers are detailed in England to call at the schools on Friday and receive from the teachers a list of the children who have not made a stated number of attendances during the week, and visit the parents, administering warnings and prosecutions where warnings have failed. These officers in England have shown a kindly sympathetic spirit to the poor and ignorant, using arguments and persuasions as long as possible, but insisting that parents shall obey. There probably are parents so poor that they actually need the assistance of their children to keep from starvation, but such are few. It would be better for all to allow the parents, in such cases, an equivalent for the child's earnings and insist upon his attendance at school. Some may object to the expense of these measures, but the expense of ignorance is far greater. The wanton destruction of property and the cost of administering justice is a financial disorder for which popular education is the only remedy. "It is better to educate a child than to support a pauper or punish a culprit."

Compulsory education is not an untried experiment. It has been in operation in England and Scotland for twelve years with gratifying results. The increase in attendance in Glasgow has been 42 per cent. under the Compulsion Act; in Manchester 66; London 100; and in Birmingham nearly 200 per cent. The total c st of compulsion per child has been only about 25 cents.

WHY should not the children ask questions? How shall they ever learn the world's queer customs save by questioning us, who, through a longer residence here, have succeeded in finding the answer to some of life's less perplexing riddles? Happy the child whose many queries are received with the consideration they deserve, as—in spite of any seeming aimlessness—the instinctive outreachings of an immortal soul for an acquaintance with its yet unwonted surroundings. Here is a picture in this line—a picture that is a memory as well; many a person from his own experience could duplicate it. A little boy and an old man, exempted, the one by his youth and the other by his age, from the noisier services of life, one eager with the curiosity of childhood, the other wise with the knowledge of advancing years, holding many a dicussion over the queer things in the world. Together they fish in the little trout-brook behind the house; together they wander through the summer woods; together they drive over the sunny New England hills to store and mill, and the slower the old horse goes, the faster the little boy's tongue runs on with the thousand and one questions that crowd into a child's busy mind. Never is a question answered impatiently, or ignored. However the busy cares of life may keep others from attending to his small speculations, the little boy can always comfort himself with the thought that there is one source of information never inaccessible. Sometimes in the long Sunday afternoons, after church and Sunday-school, these two take a nap side by side; and when they waken they read together a chapter from the Bible,—the one stumbling often over the long words and deep truths, the other explaining, in words a child can understand, what seemed so deep and strange and incomprehensible. From the memory of that little boy, a little boy no longer, the themes and texts of most of the sermons he has heard since then have departed, but much that he learned in those queer little Bible studies with his grandfather has never passed from his mind, and never will.—*S. S. Times.*

WITH real insight, not with verbal description, must instruction begin. Out of such insight develops certain knowledge. Not the shadow of things, but things themselves which work upon the mind and the imaginative powers are to lie ever near to the young. Place everything before the mind. Insight is evidence. Only when the things are actually absent is one helped by the pictorial representation.

Men must be led, as far as possible, to create their wisdom, not out of books, but out of the contemplation of heaven and earth, oaks and beeches; that is, they must learn to see and investigate the things themselves. Let the objects of physical instruction be solid, real, useful things, which affect the senses and the powers of the imagination. That happens when they are brought near to the senses, visible to the eyes, audible to the ears, fragrant to the nose, agreeable to the taste, grateful to the touch. The beginning of knowledge should be from the senses. What man has an insight into with his senses, impresses itself deeply in the memory, never to be forgotten.

Man first uses his senses, then his memory, next his understanding, and lastly his judgment. Let us teach, not merely to understand, but to express what is understood. Speech and the knowledge of things must keep step. Teaching of things and of speech must go hand in hand. Words without knowledge of things are empty words.—*Comenius.*

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

CLOSING EXERCISES.

[This, in answer to several letters of valued subscribers, from the pen of a very skilful teacher, will be found to possess practical value.]

Every teacher feels that it is needful to mark the close of a term or a year with exercises that will make a good and valuable impression on the minds of his pupils and their parents. What these shall be depends on the teacher; he must appreciate the situation and devise accordingly. Let him settle, first of all, what his object is. It is this: To have exercises that will create a general interest in the school in the minds of the children and their parents. Such exercises may have a wide range; they must interest; they must be pure and harmless; if possible, educative.

1. *Poetical Quotations.*—The pupils may learn selections from the poets and recite them. If there is an audience, the pupils may come on the stage, five, six, seven or eight at a time; one will recite, then another, and so on; of course the selections will be short. Some draw the entire exercises from one author; his life is given by one, and then selections.

2. *Prose Quotations.*—Selections from the best prose writers may be made and recited with good effect.

3. *Selections to Illustrate a Subject.*—Suppose it be Ambition; then all authors, prose and poetry, are drawn from.

4. *Recitations.*—These are in poetry and are usually given by girls. They should be carefully selected; they must have point and tend to educate. Appropriate gestures will be needed to make them interesting.

5. *Declamations.*—These are given by the boys, though not necessarily so, and drawn from prose writers. They should be thoroughly learned and appropriate gestures employed. Declamations are often too long; they are often very badly chosen.

6. *Dialogues.*—Good dialogues are always interesting.

7. *Music.*—The pupils should be trained to sing with sweetness a number of choice songs. This feature is within the reach of every school. The songs that have been sung during the term can be sung at the closing exercise.

8. *Compositions.*—Well written compositions, even simple ones by young children, are interesting. Several pupils can ascend the stage at one time.

9. *History.*—A history of the term may be an interesting feature. A pupil gathers the incidents of the term, names of school officers, the teachers, and recounts them in a pleasing way. A very interesting one, entitled, "Voyage of Our Own Ship," is yet in the writer's mind though heard years ago.

10. *Discussion.*—The boys may discuss some subject—such as Temperance, Education, etc. One on "Employments" was listened to; one boy said he would be a doctor, and gave his reasons; another pointed out the objections, and declared he would be a farmer; another found objection to that, but would be a sailor etc

11. *Topics.*—The pupils select subjects—Niagara Falls, Brooklyn Bridge, the Pyramids, the Dead Sea, etc.—and stand on the stage and tell the audience about them. They must be well trained.

12. *Tableaux.*—A series of historical tableaux, such as Throwing Overboard the Tea, Battle of Bunker Hill, Surrender of Burgoyne, Declaration of Independence, Inauguration of Washington, have been tried by some scholars.

13. *Exhibition of Work.*—This has been found interesting. It can hardly take the entire place of the closing exercises, but form a part of them.

14. *Program.*—It is of assistance to have printed programs; if not printed they can be written by the pupils.

15. *Decoration.*—The school room should be made inviting by plants, flags, pictures, etc.; much can be done in this direction.

16. *The Visitors.*—Pains should be taken to make the parents happy on this occasion. They should

be cordially greeted and shown to seats. It is not inappropriate to give an account of the work of the term.

17. *Other Exercises.*--The exercises here suggested are but a part of those that the teacher may avail himself of. Let him invent, keeping in mind the great object of the closing exercise, to create a general interest in the school.

For the SCHOOL JOURNAL.

BANKS.

TO BE GIVEN BY THE PUPILS AS A TOPICAL EXERCISE.

A bank is a place where money is deposited. The meaning of the word, in nearly all languages, is a bench, counter, or table. A banker at first was one who stood by a table in the market-place and changed money—a money-changer; in time he be came a money-lender—lending money on security and charging for the use of it. From this the business of banking has grown.

The first bank in Europe was established at Venice in 1171; soon they were in every country. The first one in North America began business in January, 1782. The first United States bank was organized during Washington's administration; a second during the war of 1812; but no way had been discovered of making them profitable and proof against failure.

In 1864 the National Banks were established on a better foundation. Under the Act of Congress then passed a company of not less than five individuals, with a capital not less than $100,000, may establish a bank in any place whose population does not exceed 50,000, by complying with the following conditions: They must send as much as one-third of their capital to the United States Treasurer, the value of which they will receive in United States bonds. They will then deposit those bonds with the United States Treasurer, and receive circulating notes—bank notes--amounting to 90 per cent. of them. This money, with the remaining two-thirds of the capital, composes their stock of money to be used. The stockholders of the bank elect a number of directors, and they elect a president and cashier. They are now ready to commence business, which consists, chiefly, in borrowing and lending money.

The sources of a bank's profits are: 1st. Interest on the United States bonds. 2d. Interest on money they loan. A bank receives deposits and loans them out.

Experience teaches the amount they will be called on to pay out each day, and they only keep that amount on hand, lending the rest.

The advantages which the people derive from the banks are many: 1st. The circulating notes which the banks receive from the Treasurer and lend to the people pass everywhere as money, and make a much more convenient currency than gold or silver. 2d. The money which they borrow and lend again is kept in circulation—furnishing the means of carrying on business, which it would not do if it was locked up in the coffers of the owners. 3d. They are a great convenience to business men who have to handle a great deal of money. When a man receives a large sum of money he can deposit it in the bank for safe keeping, and draw it out as he needs it, instead of running the risk of keeping it himself. 4th. People having money that they do not wish to use may put it in the bank where it will draw interest, and be ready for them when they need it. 5th. They are very convenient as a means of sending and receiving money. Suppose you wish to pay a sum of money to a man in Oregon. You go to the bank and buy a New York draft (if out of New York)—*i. e.*, you give the bank your money and receive a draft in return. This draft you send to the man in Oregon; he takes the draft to the nearest bank and receives for it the same amount of money that you gave for it. The bank in Oregon keeps an account with other banks, and at stated times there is a settlement of accounts.

THE effect of noble thoughts, of just principles, of elevated conceptions, is never lost.—ALISON.

For the SCHOOL JOURNAL.

THE TEACHER'S SCRAP-BOOK.

One of the first books towards a teacher's library should be a scrap-book. Let that be the nucleus around which the others are gathered as circumstances allow. It need not cost anything. Take an old "report" book; cut out the alternate leaves, leaving all the blank ones for the index. Number the pages, and prepare your index. You want it to contain: (1) *Choice poetry.* This may be divided into (*a*) pieces for the pupils to recite; (*b*) pieces to analyze and read in class, and (*c*) your own favorite poems. (2) *Choice stories.* This will grow to be a ponderous volume if you do not use much care in selection. Put in this only the stories that are specially valuable, for their bearing upon such habits, as the teacher has most frequent occasion to deal with. (3) *Gems of thought.* This will subdivide into short ones suitable for the children to memorize, and longer ones which you may wish to save for your own pleasure or from which to draw material for talks with your pupils. Some of these may be used to advantage in the reading-class. (4) *Supplementary geography matter.* This will include selections from books of travel, and descriptions of customs and manners of people, as an accompaniment to the geography lesson: also, any interesting geographical facts found outside of text-books. (5) *Supplementary historical matter.* Interesting incidents of history are often found floating about which will help to clothe with flesh, the dry-bone matter in too many of the school histories. (6) *Supplementary biographical matter.* Arrange a calendar for the year chronicling the birthdays of noted persons; under each name have a space to fill up with anecdotes and incidents as they are found. (7) *Natural history*—curious facts relating to the formation and habits of birds, insects, animals, reptiles and fishes.

This field is so extensive that more than one book will be needed. The work should be subdivided and indexed for convenient reference. With a small beginning and steady perseverance, such a work would grow to be a valuable cyclopedia.

For the SCHOOL JOURNAL.

CHICAGO PRIMARY SCHOOLS.

THE FIRST GRADE.

The course of study prescribed for the first grade of all the Chicago schools is: Language, Arithmetic, Music, Drawing, and Miscellaneous. Under Language are placed the divisions—Oral Reading, Writing, and Spelling. Under oral language, pupils are required to gain a ready and correct use of simple sentences in familiar conversation, suggested by objects and pictures, their names, properties, uses, size, position, etc., with special regard to a practical use of: (*a*) The articles *a* and *an*. (*b*) Nouns to denote one, or more than one object. (*c*) The correct form of verbs with singular and plural nouns. (*d*) *This* and *that*, with their plurals. (*e*) The personal pronoun, as subject of the verb. (*f*) Common adjectives, and adverbs. (*g*) The reproduction of simple stories read by the pupils themselves, or by their teacher." In Reading the pupils are taught by the "word" and the "sentence" method from the chart and blackboard, and to read in the First Reader. In Writing, all slates must be properly ruled, and the pupils must learn to write carefully their names and residences, name of their school and teacher, words learned, sentences copied from the Reader, how to use capitals at the beginning of sentences, in proper names, etc. In Spelling, for the first half of the grade, pupils are to learn by copying words and sentences in script, from the blackboard. For the last half, words are to be written in sentences, and spelled orally. There is to be no instruction in grammatical terms or rules. "Bright's Graded Instruction in English" is the general guide in Language work of the Primary and Grammar Grades. The salient points in the work of Arithmetic are: a knowledge of all numbers from 1 to 10 inclusive, obtained progressively by means of objects, notation tables formed by the pupils, progressively, and the results memorized; miscellaneous operations in the fundamental rules, not exceeding 10. In Music the pupils are to learn at least ten appropriate songs, to sing the scale from the ladder and from the staff, and individually, to read the scale of C major by the letters and numbers. In Drawing, the work is from patterns placed on the blackboard. Under the head of Miscellaneous are placed the topics: conversations about common objects; the human body, its visible parts and their names; the five senses and their uses; personal habits, cleanliness of person and dress; conduct, language, physical exercises, free gymnastics and marching.

For the SCHOOL JOURNAL.

LEARNING TO SPELL.

The following letter was written to Prof. W. W. Speer, of the Cook County Normal School at Normalville, Ill., by Moses Folsom, of the *Deaf Mute Hawkeye*, and contains very interesting facts.

THE SPELLING QUESTION.

Council Bluffs, Iowa, Feb. 3, 1884.

W. W. SPEER—*Dear Sir:* Replying to your favor of recent date will say that the statement of your informant is correct. Deaf mutes, as a rule, are good spellers; yet a spelling-class is a thing entirely unknown in Institutions for the Deaf and Dumb. In talking over this matter with Mr. F. W. Booth, teacher of the academic class, I find his views to be substantially as follows: Deaf mutes learn to read, to write, and to spell, through the eye. In teaching them no particular attention is paid to spelling as a branch of study, and it takes comparatively little effort on their part to learn to spell. The great work is teaching them language, the meaning of words and their proper use—grammatical and idiomatic—in sentence writing. A new word is written on the board by the teacher, the pupils see it, and after its meaning is explained they proceed to write it in a sentence or in sentences. And they write the word, with others, every day. Of course as they never saw the word mis-spelled, either in writing or print, they have no knowledge of how to mis-spell it. It would take an effort of invention on their own part to spell the word wrong. As they have no reason for spelling "woman" *woma*, leaving off the *n*, so they have no reason for spelling "horse" *hors*, leaving off the *e*. Hearing children, however, are very apt to omit silent letters and use wrong vowels, depending as they do on the sound of a word as pronounced. In the case of a deaf child, a letter omitted, or a wrong letter used, is immediately detected; the word is incomplete or distorted—as would be a man without a nose, or with an extra ear in place of his nose. They *see* the variation from what they have been *accustomed to see*, in print or at the point of their own pencil. One fact in this connection: Our pupils have great difficulty at times in reading letters from home, simply because a few or many words are misspelled; they are virtually foreign words to them. Their hearing teachers, knowing how such words *sound*, read the letters and explain the unknown words. A sign-board on a house between the institution and the city reads: "This house and lot for sail." With our pupils the word "sail" is associated with water and ships. Not knowing, of course, that "sale" and "sail" sounded the same, they were completely at *sea* as to what the sign meant. There was no water in sight, no ships, and therefore, to them, the the sign was Greek. Our semi-mutes—those who learned to talk before becoming deaf and who have retained their power of speech—as a general rule make mistakes in spelling just as hearing children do, although they are much farther advanced in language. The general opinion of our teacher is that hearing children should not be taught in learning to spell to use or depend upon a means so unreliable as *sound*, when another so reliable and unfailing as *sight* is available. Very truly yours,

MOSES FOLSOM.

I AM convinced, myself, that things cannot be expected to turn up of themselves. We must, in a measure, assist to turn them up.—DICKENS.

For the SCHOOL JOURNAL.

RECESS.—WHY AND WHY NOT.

WHY.

(1) An interval is needed for more thorough ventilation than can be effected with the children in the room, even though they are exercising. (2) Certain restrictions must be placed upon individual recesses, which endanger the health of the child, by keeping him in when he should leave the room. (3) It gives rest and relaxation to both pupil and teacher, and affords the latter opportunity to prepare work for the next hour. (4) The difficulties that arise in the playground prepare the children for the difficulties of life, and afford the teacher opportunities for impressing sentiments of forbearance, generosity, and honor. (5) Time spent upon the playground is time taken from the streets, where they are subject to worse influences and without supervision. (6) Individual recesses interrupt the work of the school, and there is danger of loitering by the way, improper communication, and defacement of buildings.

WHY NOT.

(1) The abolition of recesses would lessen opportunities for moral contamination; (2) diminish the time necessarily taken from school-work for the settlement of cases of misconduct occurring on the playground; (3) lessen the liability to bodily injury from rude sports, and the opportunity for the large boys to abuse the small; (4) cut off a fruitful source of colds from exposure to inclement weather and sudden change of temperature. (5) The dismissal of school at 11:30 would be a great convenience to many parents who need the services of their children at that hour. (6) More time is gained for school work; the time spent in preparing for and returning from recess, with that of the recess, amounting often to more than the half hour taken from the end of the session. (7) The plan where tried has proved satisfactory to all concerned; (8) closes the afternoon session before the daylight begins to grow dim in winter, avoiding damage to the eyes; (9) Gives a longer period for dinner and rest at noon; (10) Causes no distraction of attention from the regular school-work. Many pupils return from a recess totally unfitted for mental labor for the rest of the session.

For the SCHOOL JOURNAL.

THE BUILDING OF CHARACTER.

It is agreed by the best thinkers that the end of education is character; that the pupils really enter the humble wayside school-house, half-battered down, and the huge brick structures that appear at intervals on our city streets, in order to be benefited morally and spiritually. And, to go further, that the studies are only incidental things—that the arithmetic and geography and grammar are like the trowel and hod in the hands of the mason at the wall. This is the belief shared by those who have thought the most on the subject. They are correct, undoubtedly.

The teacher who has just "taken" a school, looks at the "lessons to be heard;" that is his idea of the business he has at hand; to cram in a certain amount of knowledge is the end he aims at. He thinks little of character—he does not aim at that. If told that is the supreme object, and that if he misses it his work is a failure, he doubts the accuracy of the statement. He will think about it, however, and after a while he will ask, "How can I build character?" This is indeed an important question.

1. Let it be understood at the outset that character will *grow* if the conditions are suitable. This world was designed by the Creator as a field in which character might grow, just as the soil was designed for the germination and development of wheat.

2. The employment of the intelligence or the intellectual side of our nature is necessary to develop character. In general, we may say that the search after *truth* is one of the great means for reaching the *good*. Hence it is of the highest importance that the work the child does should be intelligent work. To set a child to learn things it cannot comprehend, defeats the gaining of character, be this the alphabet, reading, grammar, or even Bible verses. The conditions for growth are violated by not making the matter plain and comprehensible.

3. There must be a perception of a rule of right. This is no mystery. The child learns that fire will burn, water will drown, and bodies will fall; he sees there are laws governing things, and sets himself to know those laws. He will see there are laws regulating conduct, and by training he learns to obey them. Here we have the beginning of "the coming of the kingdom of God"; when man obeys all God's laws, God's kingdom will fully come.

Perhaps this seems very abstract, and the teacher may say, "This may be true, but how can I use it?"

1. Determine that what you require the pupil to memorize he perfectly understands, because truth-seeking develops character.

2. Give suitable employment to every child for every moment; work in its time, play in its time; because thus the will is employed concentrating the attention; the result is will-training, and this is character building.

3. Be sure that the work of the child—your teaching and his learning—brings decided and permanent pleasure. Nature gives us pleasure, endless pleasure. Nature is the means God has provided to educate us. Copy Nature's plan then; follow natural methods of teaching. Render the child enthusiastic over his study. In this way there is growth all around—moral as well as mental growth—character will be found to have grown.

4. Be sure that something really valuable results from the work of the child; I do not mean valuable to you but to him. To attain truth, as in the solution of a problem, a child will work indefatigably; but suppose it is memorizing something beyond his experience? This will not minister to his growth.

5. Be sure you train them to self-government. A child that cannot govern himself has a weak character. He must not only know principles, but he must have habits. Habituate the child to act from unselfish motives—from a rule of right. Make the school-room a training ground for self-control.

Ask yourselves: Are the children happy? Are they searching for truth? Are they working intelligently? Are they obtaining valuable results? (not words merely). Are the habits they are forming good ones? Are they self-managing? Are they thoughtful of others?

TEACHERS OF SCIENCE.—It may also not be amiss to call attention to certain requirements in the teacher. That an original investigator in any science may be a poor instructor in that science is too well known to be disputed, but I believe it to be equally true, that no man can teach any science in spirit and truth—can produce upon his pupils the effect that ought to be produced—unless he has the spirit and knowledge of an investigator himself. In truth, it is confidently believed that no man can be a teacher of the highest order who has not walked in the temple of mystery itself, and wrung from Mother Nature some of her closely-guarded secrets. As well ask one who has only *read* about disease to properly teach medical students the *practice* of medicine, as to ask one who has only *read* about any science to give *proper* instruction to his students in it. Yet this is the thing which the majority of our colleges are doing, and they fill their chairs as if they thought a thorough training in any science disqualified a man for teaching it. And then we are told that science-teaching is a failure! Is not the failure more in the teachers *chosen* than in the subjects?—M. E. WADSWORTH, Ph. D., *in Popular Science Monthly for April.*

DRIVEN CRAZY BY HARD STUDY.—Another case to be added to the list is that of William J. Cornell, who, worn out by severe study, became violently insane, and attempted to kill all the members of his family. He had spent 15 years in preparing himself to enter the order of Jesuits, and in another year would have been admitted.

LESSONS IN LANGUAGE.

[By request we republish the following list of incorrect forms of speech often used. Supt. Hinsdale of Cleveland, calls the attention of his teachers to this list as very valuable. The teacher may write them on the blackboard where they can be studied. The pupils should have little blank books in which these forms are copied, as well as others that they may notice. These will train the eyes of the pupil; he must learn to criticise himself.—ED.]

"When a *person* talks like that *they* ought to be ashamed of it;" "I *hain't* forgot;" "So many *spoonsfull;*" "They came to see my brother and *I;*" "Between you and *I;*" "The man *whom* they intend shall do that work;" "I thought it was *him;* "I knew it was *her;*" "One of the balls *were* struck;" "Either of them *are* too old;" "Everybody has a right to express *their* mind;" "These kind of grapes are not good;" "I shall go and *lay* down;" "The books are *laying* on the floor;" "I *laid* abed;" "He *set* on the bench till sundown;" "I should have *went;*" "You *done* wrong;" "I have *drunk;*" "They have *began;*" "They *hadn't* ought to;" "*Says* I;" and "I *says;*" "I meant to *have called* there last night;" "If you had *have* sent me word;" "I have *got* the book in my library;" "I like it *equally* as well;" "We are going to town *for* to see the pictures;" "The student said it and repeated it *again;*" "Returning *back;*" "The fruit was gathered off *of* that tree;" "I will think *on* thee, love;" "More than you think *for;*" "*Who* was the proposal made to?" "He or his nephew *have* signed the paper;" "Henry or John *are* to go there to-night;" "I don't know *but what* I shall sail;" "Kate *seldom ever* uses the wrong word;" "Cold water is a *preventative;*" "Please cut it in *half;*" "She has married a man with *lots* of money;" "He got *loads* of compliments;" "They say he *enjoys bad health;*" "*Corporeal* punishment;" "The professor *learnt* us German;" "You have *sown* this seam badly;" "The *two first* verses;" "Susan is the handsom*est* of the two;" "Mary writes as Jane would have *wrote;*" "Neither smoking *or* drinking allowed;" "Her husband is *covetchus;*" "*Belov'd* brethren" and "Their daughters were beloved;" "He is *forsook;*" "Not *as* I know of;" "He has *trod* on my skirt;" "Have you *shook* the shawl?" "I only called to *price* your goods;" "He is quite as good as *me;*" "*Those people;*" "*Was* you reading just now?" "I *see* him last Monday;" "They *have broke* the window;" "Give me *them* books;" "It was not *him;* it was *me;*" "The baby *has fell* down stairs;" "There is danger of a *drouth;*" "If I *was* rich I would buy a carriage;" "I *propose* to start to-morrow;" "We conversed *together;*" "I have seen for *this* twenty years;" "*Seldom or ever;*" "He is known *through* Europe;" "The river bank is *overflown;*" "It was no use *asking* him;" "*Who may you be;*" "Five *pair* of gloves;" "I *should* think James *was* the *tallest;*" "Fairly or *no;*" "They were all *drownded;*" "This shop *to let;*" "This room is twelve *foot* long;" "He lives *at* London;" "He left his books *to* home;" "*Such another* mistake;" "Give me both *of* those books;" "He plunged *down* into the stream;" "By the *latter* end of the week;" "*Because why?*" "They covered it *over;*" "My sister called and we *both* took a walk;" "A *new pair* of shoes;" "Combined *together;*" "Send me a *dispatch;*" "He went *unbeknown* to me;" "I *lit on* this passage;" "I was *necessitated* to do it;" "*Almost no* knowledge;" "*Somewheres* in the city;" "I fear I shall *discommode* you;" "Accused him *for* neglecting his duty;" "To *fly* the country;" "*I'm thinking*' they will come;" "His conduct admits *of* no apology;" "A *gent* called to see me;" "You have no *call* to be angry;" "I *had* rather not;" "No *less* than ten persons;" "A *couple* of pounds;" "He is *noways* in fault;" "He is *like* to be;" "I am bald in comparison *to* you;" "The dinner was all eaten *up;*" "It fell *on* the floor;" "Six weeks *back;*" "Who finds him *in* money?" "Be that as it *will;*" "*Since when?*" "I saw it *in* here;" "That *ain't* right;" "My *every* hope;" "The wind *sets* that way;" "Nobody *else* but him;" "*Either* of the *three;*" "Neither the one *or* the other;" "The other *one:*" "*Above* a month;" "*Such another;*" "He was in *eminent* danger;" "Vegetables *are plenty;*" "They *mutually* loved each other;" "*No-*

wheres;" "*Least wise;*" "*Up to the* scratch;" "*Down on* him;" "*Walk into him;*" "Is that *so?*" "*Did you ever?*" "*Well, I never!*"

Of course these inaccuracies are of different classes and degrees. Some of them may be excused in common talk, as betokening a kind of playful or humorous familiarity, the incorrectness being intentional, and as well understood by the speaker as the hearer.

For the SCHOOL JOURNAL.

STUDY THE SCHOLARS.

The teacher should study the developments of his school-room; they all mean something. If toward the close of the day he detects that restlessness that betokens indisposition for further mental labor, let him introduce something to brighten the scene—something to break up the monotony. He must yield sometimes to the emergencies of the hour. It is a poor victory that is obtained at the expense of a refusal to recognize the needs of a child's nature. Such victories are defeats. But let me give an incident.

It was Friday, and the last hour of the day. Both teacher and children were tired, dispirited, and mentally unhinged. It had been a day of trial. Many visitors had come in who would talk in that hal aloud tone that so entirely demoralizes a school and destroys the poise of the best teacher in the world. They had gone, and there was a complete vacuum in the school-work. The school-thread was broken. and its severed ends floated wildly in the vitiated school air. Every repressed influence of mischief that had been kept in check during the week, burst the bonds, and like a Jack-in-the-box, stood up in revolt. Idle hands began to play; eyes danced with a determination for fun. The boy in the corner found a bit of orange peel and, with an unerring shot, brought the sober little girl in front to her feet in surprised indignation. The children laughed, and the "good time" was inaugurated.

But the teacher was not inexperienced. It was a psychological impossibility to press those children down to school-work under the existing conditions. The spirit of application which had accomplished so much during the week, was exhausted, and the unavoidable reaction had set in; but it had set in an hour too early.

The imperative demand for change, by half a hundred children must be met, and met instantly. Like an inspiration came to her the fact that, on the top shelf of her cabinet lay fifty books of poetry - supplementary reading that had been laid aside. She rose to her feet, and in the most magnetic tones possible, said: "Children, you know I don't think you can read poetry. Do you *really* believe you could if I should give you a *long time* to study it in?"

They caught the infection of her voice. They saw something to *do* before them. The teacher doubted their capacity, and each pupil felt determined to disappoint her. In three minutes every child was absorbed in the picture of,

"Tommy Rook in the nook,
With the nest of little rooks."

and a calm fell on the school-room, broken only by the ticking of the clock and an occasional rustle of the leaves.

Looking at the clock in feigned surprise that the time was gone, she chose the brightest of the selections, and read it herself to the children, who, with open mouths, literally and figuratively *drank in* the treat.

Quietly, under the spell of the rhythm, they went out. The teacher stood looking after them as they bounded in the sunshine, and learned anew the old, old lesson, that to know a child's nature is the key to success and happiness in the school-room.

THE mails continue to come with numerous business letters to the SCHOOL JOURNAL office. The number of new subscriptions received is much larger than in any previous year, and may be still larger if the friends of education make an effort. It is a good sign when education, journals flourish. When they do not, salaries are low and teachers discouraged.

FOR THE SCHOLARS.

THE BUILDERS.

FOR RECITATION.

All are architects of Fate,
Working in these walls of Time;
Some with massive deeds and great;
Some with ornaments of rhyme.

Nothing useless is, or low;
Each thing in its place is best;
And what seems but idle show,
Strengthens and supports the rest.

For the structure that we raise,
Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build.

Truly shape and fashion these;
Leave no yawning gaps between;
Think not, because no man sees,
Such things will remain unseen

In the older days of art,
Builders wrought with greatest care
Each minute and unseen part;
For the gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the house, where gods may dwell,
Beautiful, entire, and clean.

Else our lives are incomplete,
Standing, in these walls of Time,
Broken stairways, where the feet
Stumble as they seek to climb.

Build to-day, then, strong and sure,
With a firm and ample base;
And ascending and secure
Shall to-morrow find its place.

Thus alone can we attain
To those turrets, where the eye
Sees the world as one vast plain,
And one boundless reach of sky.

HENRY W. LONGFELLOW.

POLITENESS.

FOR DECLAMATION.

Did you ever see a boy come lounging into a room with his hat on, interrupting the conversation of his elders? Did you ever see a man rush to be first at the table, or to get a seat in a crowded car, when ladies were standing, or push his way in front of people to get a look at something. Perhaps you have heard one drum and whistle in company. Such are impolite people. If you should advise them to be more polite, they would probably say "What's the use of being polite?" That is just what I want to show. 1st. It adds to the comfort of other people; no one likes to be elbowed around or have his corns tread on, tobacco smoke blown in his face, or a great din made in his ears. 2nd. It adds to the happiness of other people; you can make a poor old woman happy all day by helping her over a crossing or giving her a lift on her basket when she needs it. 3rd. It makes people respect you and that i considerable; it makes one respect himself more—feel more like a man—to have the respect of others. 4th. It brings him friends; people won't care to cultivate your acquaintance if you take no pains to make yourself agreeable. And 5th. It brings success in business; every merchant knows how important it is to show courtesy to his customers, and he wants polite clerks, and polite salesmen. Politeness is a better recomendation for a young man than a dozen letters. Politeness pays in every way. It is a good thing to invest in. I advise you to make a large investment.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercise, or they can be written out and distributed among the class, o one may be written on the black-board each day.]

KNOWLEDGE is power.- BACON.

DESERVE success and you will win it.

LABOR well directed will achieve all things.

A THING of beauty is a joy forever.—KEATS.

CHARMS strike the sight, but merit wins the soul.

MEN are but children of a larger growth.—SNYDER.

EDUCATION is the chief defense of nations.—BURKE.

ASTRONOMERS have discovered a new belt in Saturn.

HEAVEN lies about us in our infancy.—WORDSWORTH.

LITTLE things console us because little things afflict us.

SUSPICION always haunts the guilty mind.—SHAKESPEARE.

AN ounce of cheerfulness is worth more than a ton of melancholy.

FAMILIARITY with the language of vice is a step toward vice itself.

WHAT CONGRESS IS DOING.

In the Senate a bill to establish a National Forest Reservation was reported, also the Naval Appropriation bill. Bills were introduced making an appropriation for an exploration of Alaska, to amend the Patent Laws, to authorize a commission for the examination of new designs for steamships, and to provide for the establishment of a silk culture bureau. Debate on the Educational bill was continued during the week. A bill for the relief of the Jeanette survivors was passed.

In the House a bill was introduced for the construction of a merchant ship of new design. Committees reported the bills to amend the naturalization laws, to provide for the inspection of live stock, and to regulate the letting of mail contracts. The Indian Appropriation bill was passed also the Silver Bill, which provides for the recoinage of the trade dollars into standard silver dollars.

NEWS OF THE WEEK.

April 2.—A destructive storm swept through the South and West.—The American Forestry Congress will meet at Washington, May 7.

April 3. The steamer Steinman, from Antwerp to New York, was wrecked near Halifax 120 lives lost.

April 4.—The funeral of the Duke of Albany took place at Windsor Castle.—The funeral of Mrs. Ottendorfer, in New York, was attended by vast crowds of people.

April 5.—A mass meeting of the Socialists was held at Cooper Union, N. Y., to discuss the Cincinnati riot. The police, fearing disturbance, were present in a large force.—Fire in the pine forests of North Carolina has destroyed many farm-houses and turpentine orchards.

April 6.—Nubar Pasha has resigned the presidency of the Council of Ministers, from dissatisfaction with the English policy.

April 7.—The Wagner singers arrived from Europe.—Indians in British Columbia and Washington Territory are preparing to revenge the death of one of their number.

INTERESTING FACTS.

THE Pennsylvania Railroad Company are to put weather signals on their trains for the benefit of farmers. Red and blue suns, red and blue crescents, and red and blue stars will indicate the sorts of weather that are predicted.

SOME idea of the magnitude of the business of raising sweet-scented flowers for their perfume alone may be gathered from the fact that Europe and British India consume about 150,000 gallons of handkerchief perfumes yearly; that the English revenue from eau de cologne is $40,000 annually, and that the total revenue of other perfumes is estimated at $200,000 annually. There is one great perfume distillery at Cannes in France which uses yearly 100,000 pounds of acacia flowers, 140,000 pounds of rare flower leaves, 32,000 pounds of jasmine blossoms, 20,000 of tuberose blossoms, and an immense quantity of other material.

SNAKE BITES AND HYDROPHOBIA.—Dr. Woodbridge says in case of a bite of a venomous serpent, the old method of sucking the wound with the lips is one of the first things to be resorted to. If the poison is in the circulation, the use of strong brandy or whiskey, in quantities powerful enough to produce intoxication, must be resorted to. The bite of a mad dog should be cauterized at once by a pencil of lunar caustic or by application of irons heated white. Hydrophobic poison remains in the spot where the bite occurs for several days or weeks, and not until this poison ferments does it become dangerous. A London surgeon allowed himself to be bitten eighty times by rabid dogs, each time successfully cauterizing the wound. But by neglecting the cauterization too long, the last bite proved fatal.

BATTLES BETWEEN WILD BEASTS.—A British officer says that in India a very large tiger had a fight with a wild pig near his bungalow, and the pig won. The tiger was found dead, with wounds all over him, ribs broken and a severe gash across the shoulder. Another Englishman, when out camping in Bengal, came up to the battlefield of a tiger and a wild pig. The tiger had been slain, and his carcass was found still warm and terribly slashed and mangled. In each case the pig had escaped, so that none knew the extent of his injuries. A traveler once witnessed a combat between a full-grown Bengal tiger, the terror of the country round about, and a wild buffalo. The struggle continued for more than an hour, and both tiger and buffalo died from their wounds on the field of battle.

EDUCATIONAL NOTES.

NEW YORK CITY.

SCHOOL OF INDUSTRIAL ART FOR WOMEN.—The second term of the school closes the last Friday in April. There will be a summer term beginning the first Monday in June and ending the first Friday in September. The course of instruction includes free-hand drawing, industrial design for carpets, oil-cloths, wall-paper, etc., wood engraving, modeling and sculpture, *repoussé* work, and flower painting. Mrs. Florence E. Cory, 251 West 23d street, New York City, will give full particulars upon application.

The Board Committee on Teachers, on application of the trustees of the Twenty-first Ward school, recommended that Miss Sarah F. Buckelew, Principal of Primary Department G. S. No. 49, be paid the salary prescribed in the Manual, for principals of fourteen years' standing in Primary Departments and Schools, whose record for five years preceding the application shall have been "excellent." To all familiar with Miss Buckelew's noble work at No. 49 this contemplated increase of salary will be voted "well-deserved."

The *Mail and Express* says: "Boston has six supervisors who examine would-be teachers for licenses, inspect and examine classes, and overlook the work of teachers. A committee appointed to investigate the 'alleged superfluousness of the Boston supervisorship. reports, as the work accomplished by the supervisors, that 'poor teachers have been dropped from the schools, well-qualfied teachers have taken their places, and nearly all in the service seem to be inspired with an earnest purpose to enlarge their knowledge and to improve their methods of teaching.' If our New York superintendents devoted less time to examining and marking classes and grading teachers simply by the results of such examinations, and more time to helping the teachers, encouraging good methods, correcting bad ones, suggesting improvements and making themselves a real aid to teachers, instead of what they are now—a damper and a discouragement—it would be a tremendous improvement, and would do more than any other one thing toward the perfecting of a school system already admirable in many respects." [The assistant superintendents will cease to mark teachers whenever so directed. It is no more pleasure to them than to the teachers.—ED.]

ELSEWHERE.

NORMAL PARK, ILL.—Eight teachers from the Muskegan, Mich, schools spent a few days at the Normal School lately.—Mr. Krakowizer of Elmira, N. Y., a teacher of several years' experience, is the latest addition to the senior class.

INDIAN TERRITORY.—The Worcester Academy, established at Vinita for the Indians, by the Woman's Department of the Home Missionary Society, has over 100 pupils, all it can accommodate. Many have been turned away for lack of room. One Shawnee girl has applied for special instruction in German and mathematics, who will have to come *thirty miles* for each recitation.

ILL.—Mr. Gattery of Lincoln, has prepared blank reports on postal cards for the teachers of Logan Co., to be filled up and sent to him monthly, so that he will have numbers of pupils enrolled, daily average, average per cent. of attendance, do. deportment, do. examinations, time lost by absence, do. tardiness, cases of corporal punishment, number of suspensions and expulsions.

NEW YORK.—There is a growing dissatisfaction among the teachers of this city in regard to the kind of work being done. Their time is so fully taken up preparing for examination that they have little or no time to teach pupils *to think*. To pass a creditable examination is made the chief aim instead of mind development. Some blame the teachers for this, some blame the Superintendents, and some the Board of Education. All want to see a change of some kind.

PATERSON, N. J.—The Board of Education have decided to extend the study of history to the primary grades. Supt. Meleney has prepared a program which gives the subjects to be taken up and references to selections in school readers bearing upon them. The subjects are arranged upon the plan of memorial days. Thus Jan. 17, the subject of Franklin is taken up; Feb. 12, Lincoln; Feb. 22, Washington; April 19, Lexington and Concord; May 30, Decoration Day, etc.

NATIONAL EDUCATIONAL ASSOCIATION AND EXPOSITION.—At Madison, Wis., July 15 to 18, 1884.—The following railroad rates have been secured: "Round trip tickets" will be sold by each of the following railways: New York Central; New York and Erie; West Shore and Buffalo; Del., Lack. and Western; Pennsylvania; Baltimore and Ohio: from New York to Madison and return, for $30.55, tickets good for return until Aug. 31. Tickets at other points than New York City, on each of the above railways, can be had at corresponding reduced rates. Further particulars will be given next week.

MUSKEGON, MICH.—Three days were spent by Col. and Mrs. Parker at the Teachers' Institute. The former gave talks on reading, number, spelling, geography, and writing. Mrs. Parker talked on the Delsarte method of expression. The day sessions, as well as the evening lectures, were attended by every member of what Col. Parker denominates one of the most "intelligent school boards in the United States." Much interest is manifested in the New Education by the citizens of this wide awake lumber town of Michigan. Fine school-houses, excellent teachers, good apparatus, and all that goes to make first-class schools are to be found in the Muskegon schools. The directors showed their appreciation of Colonel's and Mrs. Parker's services by presenting them with $150.

MARTHA'S VINEYARD SUMMER INSTITUTE.—The seventh annual session will open July 14, and continue five weeks. Prof. H. H. Straight, of the Cook Co. Normal School will have charge of the Department of Pedagogy and Industrial Science. The circular says that "The aim of this department is to furnish to kindergartners, superintendents, and teachers generally, a superior method of studying and teaching psychology as applied to education; a course in methods of teaching the common branches, etc.; a course of instruction in the workshop and laboratory, teaching the construction and use of simple physical and chemical apparatus, also the making of blocks, geometrical forms, rules, compasses, etc., for use in the different grades of schools," as Prof. Straight has formulated and reduced his ideas to a system on the above mentioned subjects, it will be worth the time and money of kindergartners and superintendents to take his course. For further information address him, Normal Park, Ill., care Cook Co. Normal School.

QUEENS CO., N. Y.—The Teachers' Association met at Jamaica, March 15. Principal A. A. Beattie, of College Point, in discussing penmanship, said that all school desks were so high that the pupil's arm is brought into an unnatural and strained position, thereby preventing a free and easy movement. He also advised and insisted upon having the proper finger and arm movements taught in the schools. Principal Wm. M. Peck, of Whitestone illustrated his method of securing regular attendance, and said that in order to attain such results it appears necessary for teachers to disregard the wishes of parents and "be a law unto themselves." The Rev. Mr. Russell, of Oyster Bay, delivered a very able address on "The Moral Influence of Teachers." He claimed that the complete development of the child means more than physical and mental growth. That while doctrines and creeds should be ignored, the true principles of religion should be instilled into the pupil and illustrated by the daily life of the teachers. About forty of Mr. Ballard's pupils gave a very fine exhibition in their gymnasium which is the only one of its kind in Queens County. The Queens Co. Teachers' Institute will be held at Jamaica, May 5th to 9th.

BROOKLYN.—On the evening of March 27, the Brooklyn Teachers' Association was addressed by Mayor Low, who spoke of the need of more accommodations for the schools, and made the startling statement that the city schools have, by at least 15,000, too small seating capacity. He made a strong plea for strengthening and improving the primary schools. He says he is not opposed to higher education by the public, except where it is at the cost or to the detriment of primary education. The present emphasis on primary work is likely to be more than temporary. He urges upon the teachers the importance of their position. The work of the Board of Education is only a means to an end. Appliances are efficient only as they aid the teacher's work. The teachers are a part of a large system, and as such should improve themselves in their profession for the sake of Brooklyn, and as a means to this end, make themselves acquainted with current professional literature.—In connection with the lecture, a concert was given by the Brooklyn Cecilian Club, under the direction of Prof. A. S. Caswell, assisted by some talented soloists.—The Teachers' Association elected Mr. Wheaton A. Welsh, principal of School No. 35, for president, and adopted resolutions in memory of the late Dr. S. G. Taylor.

CONN.—Twenty-two new school buildings were built during the year ending Aug. 31, 1883. Six are at Waterbury, and are models of school architecture. They are all two-story, containing three or four rooms, each of which accommodates fifty pupils with separate desks. Each room has an open-grate fireplace for ventilation, and low blackboards extending all around the room. There is a small reception room in each building where teachers can receive parents, and a cloak room on each side of the teacher's platform, with windows so arranged that the teacher has a full view of the interior of each. The cloak-rooms are ventilated through the roof and accessible only through the school-room. Each room is well provided with closets for books, maps and apparatus. There are 64 libraries in the State, and the number is increasing; there has been an increase of from $2,000 to $3,000 for the last two years in the money expended for libraries. Charles D. Hine, Secretary of the State Board of Education, says the great needs are a general and active interest in the schools, better supervision, a course of study, and a system of uniting the schools, establishing primary schools at convenient points, with a grammar school at some central point. In 50 per cent. of the districts there has been a large increase in teachers' wages, showing better instruction and better appreciation of the teacher's work.

SUPERINTENDENTS IN COUNCIL.—The School Superintendents of New York State formed an association for the discussion of their work, at Syracuse, Nov. 22 and 23, 1883. A permanent organization was formed with Supt. C. W. Cole of Albany, president; S. A. Ellis of Rochester, secretary, and H. R. Sanford of Middletown, treasurer. The time and place of next meeting, Albany, Nov. 20 and 21, 1884. Subjects discussed were, "Teachers' Meetings," "Visitation of Schools," "Examinations," "Kindergartens," "Methods in Geography, Language," etc. On the subject of teachers' meetings, J. J. Gorton of Sing Sing said that his teachers had held meetings for seventeen years. "All sorts of practical educational topics are discussed, notably such as have been suggested by one's own experience, or by the perusal of educational journals. I regard the teachers' meeting as one of the most important means of improvement. By its means what *one* knows, all soon know also. Attendance on the meeting is voluntary, but all the teachers take pleasure in attending." Many of the Superintendents supported the no recess plan. Supt. Barringer (Newark, N. J.,) said of corporal punishment: "I know of no stronger argument against it than the fact that our schools are proportionately better as the use of the rod declines. I for one do not believe that brutality has very much to do in the developing of brain. Children should be required to obey. Discipline must be had, and rules enforced. But this can all be done without clubbing." The subject of School Visitation was discussed from the Superintendent's point of view. Mr. Snow said, "I think the teacher should always respectfully recognize the entrance of the superintendent; it is due to his position and to herself, in setting an example of politeness and good breeding to her pupils." Mr. Smith said: "The greater part of a Superintendent's time for the first six or eight weeks is needed in starting young and inexperienced teachers." Mr. Cole said: "I am especially dissatisfied with the work done in our schools in the introductory portions of geography. The slavish adherence of teachers to the lines of the text books has made the study 'flat, stale, and unprofitable' to their pupils. We have ordered moulding boards to be made, and will try Col. Parker's methods during this year."

FOREIGN.

BRAZIL.—There is great agitation over the project of the Cabinet to turn the property of monastic orders into money for the empire. A vast amount of property is held by these orders, but the convents have very few members. The Anjuda Convent in Rio Janeiro holds grounds worth millions of dollars in the center of the city, and is occupied by three aged nuns. It is proposed to secure to them a revenue for their support, but the measure is bitterly opposed to the clerical party and the Princess Isabel, heiress to the throne.

LONDON.—Mr. George Peabody in 1862-73, gave two and a half millions to erect buildings for poor people in London. Up to the end of the year 1883 the trustees had provided for the artisan and laboring poor of London 9,693 rooms, exclusive of bath-rooms, laundries and wash-houses. These rooms comprise 4,350 separate dwellings—say, 78 of four rooms, 1,521 of three rooms, 2,073 of two rooms, and 692 of one room—occupied by 18,000 persons. The average rent of each dwelling was 4s. 8¼d. per week, and of each room 2s. 1¼d. The rent in all cases includes the free use of water, laundries, sculleries and bath-rooms.

COLLEGES.—Mrs. Lawrence of Chicago, mother of the late T. G. Lawrence, class of '84, has given Yale College $50,000 for a dormitory.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

1st. Whose works would you recommend in ancient history?

2nd. Is "The shortest distance between two points" a suitable definition for a straight line?

3rd. Is heat a cause or an effect?

4th. Don't 50 cts. × 50cts = 0?

5th. Why is sunshine warmer to us on the earth than it is when we leave the earth though we approach the sun? Is this fact not contrary to the laws of heat?

6th. Oct. 4th, 5th, and 6th of 1884, are in the future. Is it correct to use "th" in the above sentence? If so, how do you parse "4th?" C. C. H.

[(1) There are many good works on Ancient History. As to the volume you had better purchase, it depends on the size and price so much that it is difficult to give an answer. Barnes's Ancient Peoples, $1.00, Thalheimer's, $1.60, are excellent works. (2) Yes. Why not? (3) Heat is in a certain sense an effect. To be more precise—it is molar motive changed to molecular motive. (4) No. (5) Because the earth reflects heat, and because the atmosphere is denser near the earth. (6) Adjective (ordinal) qualifying day understood.—Ed.]

Will you answer the following questions? (1) What are China and France fighting about? (2) Who was Arabi Pasha? (3) Is the false prophet Mahdi the sole cause of the war in Africa? (4) Who is Osman Digna? (5) Is it correct or incorrect to say, "Is she much sick"? and why? A. F. W.

(1) See page 102 of Feb. 16 SCHOOL JOURNAL. (2) An Egyptian who rose from the lowest rank in the army to a position of influence, then to the office of prime minister. He was opposed to foreign interference in Egyptian affairs, and carried his opposition so far as to create a rebellion, suppressed by the English. (3) Mainly. The suppression of the slave trade is another cause. (4) An officer who has shown ability in directing the Arabs in their opposition to England. (5) Incorrect. "Much" cannot be used comparatively except in a slang way.—Ed.]

The "Talks on Teaching" do not prove to be very satisfactory to our teachers. so much of it is written for those who have every facility for teaching, so little of it is beneficial to the average teacher in the average school. G. C.

[True. But you do wrong to feel that you cannot apply the principle methods it suggests. Prof. Kennedy at one his institutes was met by the remark: "We cannot use these methods in the country schools; we have no numeral frames"—"Stop there—you can get buttons, can you not, or pumkin seeds?" "Yes, sir, but we have no blackboard." "You can get slated paper that answers all the purpose at a small expense." "Well, we don't have maps." "Your pupils can make them, a school in Brooklyn has no maps, but those its pupils have made." "Well, we don't have any charts," "You can make charts on cheap manila paper." The objector sat down. The truth is that the best teaching in the world *may* be done in the country school-house. It is not "facilities" that are wanted, but brains. In my city schools where every facility is afforded poor teaching abounds.—Ed.]

I want you to know how pleased I am with the JOURNAL. It seems to inspire me with fresh interest and love for my work. It must be a great help to everyone who is trying to be a *teacher* in the true sense of the word. I am especially glad of the helps contributed by "Golden Thoughts." They help to make an interesting opening exercise. The verses in "Golden Thoughts" I write on the blackboard and teach to them; after which they copy each one carefully in a blank-book, set apart for that purpose, their attention being specially directed to the punctuation and use of capitals. I find it a help in *my* school. But it is only one of the helps I get from the pages of your paper. Accept the sincere thanks and best wishes of A WESTERN TEACHER.

I am trying to organize a teachers institute to meet monthly. I do not know what success I shall have. All the teachers I have talked with have promised to take part. I should like to have some suggestions as to the best manner of conducting such meetings. Could you not give us some articles in the INSTITUTE on this subject. I have no doubt more would be done in this direction if we only knew how to make the beginning. J. T. DEAN.

[See elsewhere for suggestions.—Ed.]

What is the best work on Psychology for a person who has never given the subject study? F. M. C.

[It is difficult to answer this question. Psychology cannot be *read* into; you can get terms and names from Wayland as easily as from any one. But you can do no practical work with a list of terms. However get the book, read think, and report the result. It has occurred to me to ask if a series of plain articles on Psychology would be relished?—Ed.]

I read over the sample copies of your papers, and the more I read the more I was pleased. Many of the educational journals, in the language of the old darkey, "Lay the feed so high that the lambs can't reach it." In my opinion they should contain practical articles for the primary and grammar school teachers; they should be instructive and stimulating. I think the JOURNAL meets these demands, and should be in the hands of every teacher. J. W. P.

Please stop my JOURNAL, as I do not expect to teach any longer. It has been a valuable aid to me in teaching; it has given cheer and inspiration when I needed both. The golden thoughts created a great interest among the children. All were eager to memorize them when placed on the board. Success to the JOURNAL. If I ever enter the vocation of teaching again I shall renew my subscription. A. A.

(1) Please inform me when the last change was made as to the capital of West Virginia, and which the present capital is. (2) Also why Manhattan Island was so named. A.

(1) Wheeling was the capital until 1870; the capital was then changed to Charleston, but in 1875 it was returned to Wheeling, where it still remains. (2) From the Indian name *munnohatan*, "town on the island."

A man owing $\frac{1}{2}$ of a cotton mill sold 35 per cent. of his share for $24,640. What part of the mill did he still own, and what was its value? J. G.

[Owned $\frac{1}{2}$, sold $\frac{35}{100}$ of that (that is sold $\frac{35}{100}$). He had $\frac{35}{100}$ sold $\frac{35}{100}$, had left $\frac{13}{100}$. He got $24,640 for $\frac{35}{100}$, then $\frac{13}{100}$ are worth $45,760.—Ed.]

Will some reader of the JOURNAL please give the law (or rule) governing Magic Squares? especially for odd numbers such as the first nine or twenty-five figures etc. A. S. L.

[See elsewhere.—Ed.]

I have seen a sample copy of the TEACHER'S INSTITUTE, which contained some examination questions. Will your papers this spring contain any? E. M. H.

[We shall publish some in the INSTITUTE hereafter.—Ed.]

I find Parker's "Talks" full of valuable suggestions to teachers, especially those engaged in Primary School work. I have called the attention of our teachers to it, and recommend it very highly.

Baltimore, Md. SUPT. WISE,

Which President, his parents being too poor to have a cradle, was rocked in a trough which had been used for the purpose of catching sugar-water? J. B.

Please give me the name of a work on elocution by Prof. Shoemaker of the Philadelphia Elocutional College. F. T.

[Practical Elocution.—Ed.]

Please give the names of our foreign ministers and the country where each is stationed? C. B. S.

[Write to a member of Congress for a copy of the "Blue Book."—Ed.]

Tell me (1) where Abbott's Histories are published. (2) The cost per volume (3) and also per set?

[(1) Messrs. Harper Bros., New York City, (2) 50 cents per vol. (3) Address publishers.—Ed.]

I received the book sent as a prize to me. I am well pleased with it; certainly it is worth while trying for such a prize as this. P. B.

Will you please, through the columns of your paper give Col. Francis Parker's P. O. Address?

SUBSCRIBER.

[Normalville, Illinois.—Ed.]

Is there any difference between a square foot and a foot square. F. S. F.

[They practically mean the same.—Ed.]

How thick is the Atlantic Cable?

[Its diameter is one inch.—Ed.]

EDUCATIONAL MISCELLANY.

NATURE OF MALARIA.

BY J. W. DOWLING, M. D.

I take the ground that the poison known as malaria is the same in all parts of the globe; and that this poison taken into a system susceptible to its action produces a peculiar form of illness of greater or less intensity varying with the amount of poison absorbed, and the susceptibility of the individual to the action of this particular poison. I take the ground that infection consists of living beings—germs, or low organisms. That the infection or germs of malarial illness can produce only the various forms of malarial illness. So with the infection or germs of typus, typhoid, scarlet fever, measles, small-pox, syphilis, cholera, yellow fever, etc.; they can produce only their own specific diseases.

In the *malarial diseases* the morbid poison develops itself externally—within the body it appears to vegetate for an indefinite time. Thus far it has not been known that the germs, reproduced within the human system can be conveyed to other men, and can infect them, or that they can again escape from the body and reproduce themselves further. I conclude then:

1st. That there is a disease-producing poison known as malaria.

2d. That it invariably proceeds from without the system.

3d. That it is capable of reproducing itself under favorable circumstances to an unlimited degree.

4th. That this poison is composed of living beings—known as bacteria.

The bacterium is a mass of matter which possesses a definite size and shape; may or may not exhibit motion; has a certain chemical composition, and is capable of growth and reproduction; is in short a living organism. At the present time, scarcely a doubt seems to exist as to the truth of the first three of these conclusions. Consequently, it will be unnecessary to advance arguments in their favor. The same can hardly be said of the fourth and last. The germ theory supposes that all infectious diseases are caused by the vital activity of parasitic organisms.

With certain limited exceptions, malaria may be said to encircle the earth in a broad belt, parallel with the equator; its northern and southern boundaries quite irregular in their disposition—now approaching to the line of the tropics, and now receding from it. The portions of this immense territory, which are entirely exempt from periodical fever, increase with the distance from the equator; while within the tropics and along the range of several degrees beyond them, these portions are confined mostly to certain geological formations, and to elevated situations.

The particular regions most extensively and constantly the seat of malarial disease in its more malignant forms are low-lying and wet lands situated in hot climates and covered with a rank and spontaneous vegetation—the flat wooded sea coasts, the interior swamps and marshes, and the rich alluvium of the deltas, and courses of the great rivers.

The poison known as malaria seems to emanate from the earth. It floats in the atmosphere, hovering near the surface of the earth, and undoubted evidence exists of its being carried by the wind from malarial spots to localities which would otherwise be entirely exempt from it—to a certain extent purifying the atmosphere of the regions where it is generated.

It is more apt to be found in localities where the upper crust of the earth is moist and subjected to the action of the heat of the sun. In warm climates wherever there is a subsoil of clay, or a rocky bed covered with a thin layer of soil, malarial diseases are almost surely to be found. As a rule, wherever is found a fog which hovers but a few feet from the earth's surface, making its appearance with the setting of the sun, and gradually disappearing with its rising, malaria is sure to be generated.

It is found also in localities entirely free from moisture, in some sandy regions, sandy to the

depth of many feet where there is no vegetation, but this is the exception.

It is affected by the temperature of the atmosphere—frost rendering it entirely inactive. Trustworthy authorities assert that after once being submitted to an atmosphere of or below the freezing point, it is not again operative in producing disease till it has been exposed to a temperature *above* sixty degrees Fahrenheit.

It is more active at night than during the day. Evidence has accumulated to prove that certain localities exceedingly dangerous at night are perfectly healthful during the day.

It has been conclusively proven that miasmatic atmosphere passing even over a small body of water becomes inoperative. The poison, hovering, as it does, near the surface, is undoubtedly absorbed by the water. Proof positive exists that water which has absorbed large quantities of malarial poison can impart intermittent fever to those drinking of the water so impregnated.

The poison, according to Watson, is attracted by and adheres to the foliage of trees; it is not absorbed by them, for the disease is almost surely produced in those who sleep or even remain for any length of time under these trees. This fact is taken advantage of by the natives of certain malarial sections, who plant trees between their residences and the marshy districts that a barrier may be interposed which will protect them from the poison.

The culture of the soil lessens the generation of malaria. Certain plants and trees apparently destroy the poison, for when they are cultivated in malarial sections the disease soon disappears. The Eucalyptus is an example of this.

Malaria is most active during the summer and fall. A remarkably wet and warm summer will develop the poison to an alarming degree, as will a remarkably dry and hot summer. This is accounted for, in the first instance, by the wetting of the soil, loaded with organic matter, and the subsequent action of the sun's rays upon it, producing decomposition, which renders the soil favorable for the generation of the poison; in the second instance, by the fall in the height of the water beneath the surface of the earth, owing to evaporation, leaving a stratum moist but uncovered by water, ready to be acted upon by the heat of the sun.

Every moist substance of organic origin, and all water containing even a trace of organic matter is favorable soil for one or more varieties of bacteria. The upper layers of the earth containing these essential ingredients, and remaining comparatively warm, constitute a continual breeding place for these organisms. The minuteness and lightness of bacteria explain their presence in the atmosphere. They are swept by currents of air from dry or moist surfaces; they float in clouds of dust; they are carried by insects. The persistence of their vitality, the rapidity of their propagation result in practical ubiquity.

A box of growing plants in earth, which was covered with mold, was placed in the warm sitting-room of a young lady who had never had malarial illness of any kind, and who had never, to her knowledge, been exposed to the action of malarial poison. Soon she developed an intermittent fever in mid-winter. The disease resisted medicinal measures so long as the box of earth was permitted to remain in the room. Finally the box was removed and she entirely recovered. Later it was brought back and she was again taken down with the disease. The box was again—this time permanently—removed, and the disease responded readily to remedies, there being no further return of it.

A gentleman built a magnificent house on the sea-shore, far from any malarial region; no such disease had ever been known there. The soil was sandy; even a blade of grass would not grow. He wanted a lawn, and consequently went to the expense of having several hundred car loads of earth brought from a distance, and, too, from a section which was malarious. He had a beautiful lawn, which was the envy of his neighbors, but in the fall he, with every member of his family, was taken down with malarial fever.

For the SCHOOL JOURNAL.

THE CINCINNATI RIOT.

It is a sad commentary upon the advance in civilization, so freely boasted of in this country, that a mob of thousands of men, having American opportunities of righting their wrongs, should consider the destruction of the court-house in Cincinnati a step toward the establishment of outraged justice. Such a plea, indeed, so far from extenuating the offence, aggravates it. Men that demand justice should be the last to resort to violence as a means of furthering their ends.

In this country the people hold reform by peaceable measures in their own hands, and until such measures have failed on a fair trial violence has not the shadow of an excuse.

New York has suffered enough from public abuses, and has succeeded in peaceably riding herself of them to such an extent as demonstrates the entire possibility of public opinion and the ballot being made efficient correctives of public indifference and neglect.

Under our government oppression of the people is the result of their own carelessness in the use of their legitimate privileges, and is to be overcome by an awakened public spirit– a manly assertion of those privileges; not by violence. Crime is to be met and overcome by law—not mob-law. To burn a court-house because a jury fail to bring in a proper verdict is a bad way to effect a reform.

NEW YORK CITY.

HENSCHEL VOCAL RECITAL.—The first in the series of vocal recitals given by Mr. and Mrs. Georg Henschel at Chickering Hall prior to their leaving for Europe, was a pleasant success. The next recital takes place Monday evening, April 14th.

MR. JOSEFFY'S CONCERT.—An interesting program is announced for Mr. Rafael Joseffy's last concert in his subscription series, April 10th. The orchestra, conducted by Mr. Thomas, will perform Schumann's "Overture, scherzo and finale"; Beethoven's overture to "Coriolan,' and (with Mr. Joseffy) Franz Liszt's concerto, and Rubinstein's D minor concerto. The piano solo of the evening is a scherzo by Henry Litolff.

Mrs. Harriet Webb, the elocutionist, gave her annual entertainment April 2, at Chickering Hall. She was assisted by Mrs. Belle Cole, Mrs. Helen M. Rollins, and the Madrigal Quartet. The hall was well filled notwithstanding the bad weather. Mrs. Webb was greeted enthusiastically, and gave the "Painter of Seville" and "Ask Mamma," a scene from Romeo and Juliet, "The Blacksmith's Story," "Little Jerry," and "Too Late for the Train." Mrs. Webb's rendering of the scene from Romeo and Juliet was especially commendable. In her lighter selections she is always successful. The Madrigal Quartet added to the enjoyment of the evening by their part-singing, and Mrs. Belle Cole won her usual applause.

For the SCHOOL JOURNAL.

THE NATURAL METHOD OF TEACHING.

MODERN LANGUAGES.

It was a great discovery—that made by Prof. L. Sauveur—of teaching the languages by the "Natural Method." It gave a decided impulse to the New Education, which seeks out the natural method of teaching any and all things. His little book, "*Causeries avec mes Eleves*," was a revelation to thousands of teachers—not only teachers of French and German, but to those in our primary schools with classes of arithmetic and geography. This was a genuine discovery by a genuine teacher.

Dr. Sauveur is held in the highest esteem in this city, where he had large and enthusiastic classes. His plan was a very simple one. The pupil learns the language in the same way a child would learn it. English is banished from the class-room; the time is used in conversation, beginning with such simple elements as the familiar objects in the room may afford, and the vocabulary is formed by degrees, every day fixing in the memory the words already learned and adding others, until, in a surprisingly short time, the learner finds himself able to carry on an animated discussion, having gained a sufficient command of his new language for the purpose. Pronunciation is acquired and the ear formed at the same time, without the confusion which the written form is apt to create at first.

Dr. Sauveur says: "It must be borne in mind that I always suppose the pupil to be led by an attentive and intelligent teacher. No book can quite take the place of oral instruction. Besides, my work is only a portion of the lesson to be given; it can guide the teacher, suggest to him ten questions where I give one, and also inspire the pupil, excite him to ask questions, and awaken his curiosity. This is the whole system of Socrates. If the teacher spend eight days on one of my lessons, he will have employed the time well. Give the pupils the book to read at home as a preparation for your teaching, but forbid them to open it in the class. Their ear alone must be occupied there. When they are before you, put to them a hundred questions on the lesson of the book; and, if you wish, read to them yourself a page from the book, and make them understand everything without ever pronouncing a word of English. There is the secret and the condition of success."

As might be expected, teachers from all parts of the country wanted to learn his method, and so for nine years he has conducted the "Sauveur College of Languages."

The ninth session of the College will be held at the University of Vermont, Burlington Vt., commencing on Monday, July 7, and continuing six weeks. It had held its session at Amherst, Mass., for seven successive years, but to gratify the wish of his colleagues and pupils that it should assemble in a place somewhat larger than Amherst, and also cooler, healthier, and more attractive, he selected Burlington.

It is the aim of the College: 1. To promote the reformation of teaching, by acquainting instructors with the practice of the *Heness-Sauveur Method* for modern languages, and of the *Sauveur Method* for the ancient.

Another aim of the College is to assure his pupils the ability to speak and understand the foreign language which they may decide to study.

The progress made in his French and German classes by those who have not previously studied these languages, astonishes us every year. Pupils received deaf and dumb, so to speak, in a foreign language, leave reading it, writing a dictation almost without an error, understanding conversation, and conversing with but little hesitation.

The purity of pronunciation obtained, and above all, the insight into the natural method, will well repay an attendance at this noted College of Languages.

The Government Chemist Analyzes two of the Leading Baking Powders, and what he finds them made of.

The best baking powder is made from pure Cream of Tartar, Bicarbonate of Soda, and a small quantity of flour or starch. Frequently other ingredients are used, and serve a purpose in reducing the cost and increasing the profits of the manufacturer.

We give the Government Chemist's analyses of two of the leading baking powders:

I have examined samples of "Cleveland's Superior Baking Powder," manufactured at Albany, N. Y., and "Royal Baking Powder," both purchased by myself in this city, and I find they contain:

"Cleveland's Superior Baking Powder."

Cream of Tartar
Bicarbonate of Soda
Flour

Available carbonic acid gas 12.61 per cent, equivalent to 118.2 cubic inches of gas per oz. of Powder.

"Royal Baking Powder."

Cream of Tartar
Bicarbonate of Soda
Carbonate of Ammonia
Tartaric Acid
Starch

Available carbonic acid gas 12.40 per cent, equivalent to 116.2 cubic inches of gas per oz. of Powder.

Ammonia gas 0.43 per cent, equivalent to 10.4 cubic inches per oz. of Powder.

Note.—The Tartaric Acid was doubtless introduced as free acid, but subsequently combined with ammonia, and exists in the Powder as a Tartrate of Ammonia.

E. G. LOVE, Ph. D.

NEW YORK, January 17, 1881.

The above analyses indicate a preference for "Cleveland's Superior Baking Powder," and our opinion is that it is the better preparation.—*Hall's Journal of Health.*

UNBLEMISHED let me live, or die unknown;
Grant me an honest fame, or grant me none.
—POPE.

BOOK DEPARTMENT.

NEW BOOKS.

THE PHILOSOPHY OF EDUCATION. T. Tate. Syracuse: C. W. Bardeen. $1.50.

This book must be reckoned as one of the small list of really valuable works upon education. It must be classed along with Joseph Payne's "Science and Art of Education." Not being so recent as Payne's, some parts, more especially Chapters IV. and V., will need to be read in the light of the great recent advancement in methods of teaching; for the lessons there given cannot be accepted as models for to-day.

But teachers who have been studying Upham, Hamilton, Haven, and Porter, in the endeavor to establish for themselves a psychological basis for their work, will here find the general principles of teaching, or better, the elements of methods, formulated upon the laws which govern the development of the faculties of the mind; and whether they may accept fully all that Tate states or not, no better starting-point for original work can be found than this book.

Col. Parker writes a commendatory preface, and to one acquainted with his work and thought upon education, it is easy to see how great an influence has been exerted upon him by Tate.

It is to be regretted that the paper, printing, and binding are not as worthy as the thought in the book. Perhaps Mr. Bardeen's absence in Europe has something to do with this. S.

HEALTH AND STRENGTH FOR GIRLS. Mary J. Safford, M.D., and Mary E. Allen. Boston: D. Lothrop & Co. 60 cts.

Doctor Safford is one of the faculty of Boston University, and a high authority in hygienic science. Miss Allen is superintendent of the Boston Ladies' and Children's Gymnasium, and thoroughly versed in the best methods of training the human body. In this handbook the first author shows why gymnastic training is absolutely necessary in a multitude of cases to the preservation or regaining of health, while the second explains the practical methods by which the desired results are attained. Half the mothers in the community are absolute heathen so far as knowledge of the laws of health are concerned, and thousands of children are every year offered up as sacrifices to this ignorance and to a desire to have their girls dress and look "stylish."

OUR BUSINESS BOYS. Rev. F. E. Clarke. Boston: D. Lothrop & Co. 60 cts.

Here is a little book which ought to be thoroughly read by every boy who contemplates a business career. The author, a clergyman in Portland, seeing how many boys are entering stores and counting-rooms instead of learning trades or remaining on farms, took pains to write to nearly a hundred business men of that city to ascertain their respective opinions touching the qualifications necessary in a young man to command success. To all of these, two questions were put, as follows: 1. What has experience taught you to be the most essential conditions of true business success at the present day? 2. What especial dangers, from a practical business man's point of view, threaten the young men of to-day? The answers to these inquiries are worth the consideration of every live boy.

BIOGRAPHY OF HON. EZRA CORNELL, founder of Cornell University. Alonzo B. Cornell. New York: A. S. Barnes & Co. $2.00.

This embraces a carefully prepared account of the ancestry, early life, and entire career of the noble-hearted philanthropist; together with a detailed and instructive account of the early history of the telegraph enterprise in America, of which Mr. Cornell was one of the earliest pioneers; also a memorandum of his munificent contributions to the cause of education; some account of the Cornell Library, and an extended history of the founding, organization, and development of the Cornell University, with much information in regard to the United States Land Grant Fund for Agricultural Colleges. It contains about 330 pages, handsomely printed and bound.

NOT LIKE OTHER GIRLS. Rosa N. Carey. Philadelphia: J. B. Lippincott & Co. (Paper) 25 cents.

This is a very pretty little story of English life. It relates in a pleasing way the struggles of a kind-hearted young man against his well-to-do and somewhat obstinate father. The young man's aim is to wed the young lady who is "not like other girls," but who is quite penniless in spite of her gentle birth and breeding. The course of true love runs after its usual fashion, until unforseen contingencies smooth affairs in a most satisfactory manner.

KITTY'S CONQUEST. Charles King, U.S.A. Philadelphia; J. B. Lippincott & Co.

A bright, original, captivating story. The scene is laid in the South some twelve years ago. It is full of life from the word "go!" and maintains its interest uninterruptedly to the end. The varying fortune through which the hero pursues his "military lovemaking" are graphically depicted, and a spice of dangerous adventure makes the story all the more readable.

A WIFE HARD WON. Julia McNair Wright. Philadelphia: J. B. Lippincott & Co.

This story contains some of the well-worn properties of the novel-writer, but these are, nevertheless, so ingeniously combined as to make a very interesting story. It introduces us to ancestral halls, family portraits, a concealed will, and other features, forming a pleasing and somewhat puzzling complication, which duly unravels itself in a thoroughly satisfactory conclusion.

WENDELL PHILLIPS. Boston: Lee & Shepard. Paper 50 cts.

These speeches and lectures were collected during Mr. Phillips' life at the earnest request of his followers and friends. Most of them are familiar to American readers, but the author's recent death gives an added interest to this new edition which is being widely called for. These addresses have already become classics, as the events with which, principally, they deal, have become history.

MAGAZINES.

Outing for April contains verses by Will Carleton; an article by Mr. Wood on "Alaska Canoeing," the conclusion of "Le Masq' Allonge," and Maumee's paper on "Modern Archery." Other attractive papers add to its bright and pleasant character.

The *Art Amateur* for April gives attractive designs for screen embroidery and panel painting, interesting pages of Oriental diaper ornaments, a curious old German alphabet, and striking designs for furniture panels after Goujon. Notable features are the excellent illustrations of objects in the famous Castellani collection now being sold at Rome, and clever sketches of pictures in the exhibitions of the French Water Color Society and the Boston Paint and Clay Club. Montezuma's Note Book and the Dramatic Feuilleton are as sparkling as ever.

LITERARY NOTES.

Oscar Wilde asserts that his poetry will be read when Shakespeare is forgotten. "Possibly, but not before," remarks one of the paragraphers.

A striking feature of the May *Century* will be Julian Hawthorne's paper on "The Salem of Hawthorne. Harry Fenn has made several pictures for the paper.

"It is on record," says C. Kegan Paul in *Harper's Magazine* for April, "that Bulwer wrote his romance 'Harold' in less than a month, resting not at all by day, and scarcely by night."

The Little Christian is a bright and attractive little four-page religious semi-monthly, with good, interesting reading matter and pleasing illustrations. It is published by H. L. Hastings, 47 Cornhill, Boston.

Lord Lytton tells of an answer of Fuseli to a materialist, who said to him in discussion, "You assert, then, that I have an immortal soul?" "Sir," replied Fuseli, "I have asserted nothing of the kind. What I assert is that I have an immortal soul."

The Fowler & Wells Co. has been incorporated under the laws of the State of New York as a joint stock company, for the prosecution of the business heretofore carried on under the firm name of Fowler & Wells. There will be no change in the nature or management of the business.

A memorial to Charles Dickens having been proposed in London, one of his friends recalls a passage from the novelist's last will: "I conjure my friends on no account to make me the subject of any monument, memorial, or testimonial whatever. I rest my claims to the remembrance of my country upon my published works."

The New York *Times* tells of a book-dealer who had thrown into a box of odds and ends the second volume of Hawthorne's "American Notes" (first edition.) A caller, on seeing it, asked for the other volume. This the dealer had not. The caller went home and found that he already possessed Volume I., and accordingly went hastily back for the dealer's Volume II., but to find that the fiendish dealer in his absence had scratched from title page and cover all outward sign that the work was not complete in one volume.

Rev. J. B. Kenyon, in the Syracuse *Christian Advocate*, tells the following anecdote: "One day a knock was heard at the door, which Mr. Longfellow answered in person. The poet at once recognized his visitor, both by accent and dress, as a Western rustic. As his custom was, Mr. Longfellow invited the man to step in. Once fairly in the house the fellow gazed curiously around, and at last said, 'Is this the house that George Washington once occupied?' Mr. Longfellow answered, 'It is.' 'Well, by the way,' said the rustic, 'might I ask who the party is that occupies it at present?' 'Certainly,' replied the poet, 'my name is Longfellow.' 'Longfeller, Longfeller,' drawled the 'senew of the West,' 'you don't mean Henry W. Longfellow?' 'That is my name,' answered the poet. 'Well, I vum!' said the rustic, 'that beats me; why, I thought that Henry W. Longfellow died before Washington was born.'"

Harper's Bazar says: "Miss Blanche Willis Howard is reported to be a magnificent blonde of generous proportions, with hazel eyes. Miss Phelps is tall, dark-haired, with long features, facile mouth, and sympathetic deep blue eyes. Nora Perry has a petite and finely modelled figure, clear gray eyes, and luxuriant gold-colored hair. Miss Alcott is very tall and stately, with thick dark hair, bluish-gray eyes and strong features. Mrs. Burnett is of medium height, and inclining to *embonpoint*. Her hair is a reddish gold, her features large, and her face lighting up in conversation. Mr. Howells is short and rotund, dark and handsome, with an iron-gray mustache and careless dark hair. Mr. Aldrich is fair and slender; his expression is fastidious, his profile fine; his mustache is blonde, with waxed ends. Henry James is of medium height and stout, with dark brown eyes and ruddy complexion; he is slightly bald, and resembles the Prince of Wales. Julian Hawthorne is tall and large, hazel-eyed and handsome, with some slight resemblance to his father. John Boyle O'Reilly is very dark, eagle-eyed, with finely cut features.

"When Balzac was at the beginning of his career," says the Brooklyn *Times*, "and known only to the few who had chanced upon his brilliant sketches in the Paris newspapers, it so happened that one of these sparkling effusions fell into the way of a Paris bookseller and was published. This bookseller had, or thought he had, from long experience, a shrewd idea of what would take with the Parsian public. He folded the paper and laid it down with an air of decision, saying, as he did so: 'I will offer that fellow three thousand francs for a novel. I may have to pay more, but I'll try three thousand to start with.' Next morning the bookseller started out to find Balzac. His quest took him into an obscure street in one of the oldest and poorest parts of the city. As he turned into the dingy thoroughfare, he said to himself, as he looked about, 'Ah! indeed, he must be a plebeian; I will offer him two thousand francs, no more.' Somewhat weary, the bookseller at length found the house; it was high, dingy, and not too clean. 'Oho! I shall say fifteen hundred,' was his resolve as he crossed the threshold. M. Balzac lived on the fourth floor, and as his visitor climbed the rickety stairs, 'Aha! a thousand francs, not a sou more.' was his mental determination. But when he stepped into the shabby room, and saw a young man dipping a penny roll into a glass of water, three hundred francs, just one tenth the sum first intended, was the offer that sprang to his lips, and for this amount he received the manuscript of what was afterward considered a masterpiece. 'To him that hath shall be given' finds no more convenient illustration than in the records of authorship."

CONVINCED BEYOND A DOUBT.

The editor of the Bridgeport, Conn., *Eagle*, (Mr. A. Cheny, gives the following emphatic testimony:

"I have waited to satisfy myself that the cure would be *permanent*, and I am convinced beyond a doubt. I am free to say that without the Oxygen I *should have been hundreds of dollars 'poorer off' to-day in consequence of not being able to attend to business.* When I commenced its use I was completely run down, my stomach being in a wretched condition. After a faithful course of the Oxygen, *I am as hearty strong and vigorous* as I ever was in my life. I feel like 'a new man,' all owing to the Compound Oxygen, which deserves all the praise I can bestow.

Our "*Treatise on Compound Oxygen*," containing a history of the discovery and mode of action of this remarkable curative agent and a large record of surprising cures in Consumption, Catarrh, Neuralgia, Bronchitis, Asthma, etc., and a wide range of chronic diseases, will be *sent free*. Address DRS. STARKEY & PALEN, 119 and 1111 Girard St., Philadelphia.

NEAR a large fire recently quite a shower of rain was noticed falling from the smoke while the air around and above was clear. The fire was very hot and evaporated the water thrown on it by the engines, forming a vapor which was carried upward with the heated air. But on coming in contact with the cool air at a little distance it was condensed and fell, just as rain falls from the clouds.

HORSFORD'S ACID PHOSPHATE,

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Publisher's Department.

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Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Advertising rates will be sent on application to the Business Manager, JEAN ISIDORE CHARLOUIS, 21 Park Place, N. Y.

E. L. KELLOGG & CO.,
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Treasure Trove

FOR APRIL,

Contains such genuine treasures as its readers have learned to expect. Among the best of these are "Miss Casabianca," by Lucy Clarke, accompanying a beautiful frontispiece; "The Battle of Go den Hill," by W. L. Stone; "Frederick the Great," by Colin Maillard; "Books! Books! Books!" by the author of "How to Paint in Water Colors"; "Mozart." (in the "Great Composers" Series,) by Alice M. Kellogg; "What Will Pay?" by W. Randolph; Nathaniel Hawthorne." by Janet Elder; "Sharp Practices." by Walter Colman; "President Arthur," by Charles M. Austin; "Sleep," by Edward F. Holt; The "Truth About Farming," by Andrew H. Gilman; and "The Times," by Alexander T. Leeds. "Go Ahead," has an unusually lively instalment; the Departmen ts are particularly attractive, and the page intended for the scholars is very complete. The number has original poetry by Prof. E. Bouton, Wolstan Dixey, and others, and is profusely i lustrated throughout.

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There is no more thoroughly enterprising railway management than that of the New York, West Shore and Buffalo Railway. All its appointments are elegant and complete. The entire passenger equipment of this company has been built by the Pullman Palace Car Company, and combines all the newest and best appliances for safety, comfort, and even luxury. The locomotives are anthracite-burning, and by this means, and that of other improvements, the annoyance of smoke and cinders is avoided. Its station-houses are among the finest ever constructed, and have regard both to effective service and the utmost comfort and convenience of passengers. One third of the entire road is level, and eighty per cent. of it is in a straight line. The double-track is laid with the heaviest steel rails yet used continuously in the State of New York. Thus substantially and magnificently equipped, and running up through the Mohawk Valley and Catskill region, one of the most romantic portions of the country, this road certainly represents an ideal railway. Our readers must not fail to make a trip this summer on this magnificent road.

Among the much-needed inventions of recent times, the Aeriatron lately patented by Prof. R. B. Williamson, is one of the most useful and effective. As its name indicates, it is intended to purify the impure and unhealthy atmosphere to which persons in artificially heated buildings are continually subject. It also keeps up the supply of moisture requisite for health. By its use the air may be readily charged with any volatile medicine which the physician may wish to administer by inhalation and absorption; it is the most efficient and economical means for utilizing disinfectants; or on the occasion of fairs and entertainments, of keeping the air charged with perfume. Its principal value is its effectiveness in purifying and sweetening the air we breathe, and on this account it is already commanding the favorable consideration of physicians and health-seekers everywhere. No well-regulated school or large business office should be without it.

That gigantic piece of patriotic symbolism, the Bartholdi Statue of Liberty, the pedestal for which is now rising out of New York harbor, has been graphically transferred to our office through the courtesy of the Travelers' Insurance Co., of Hartford, a corporation which is getting famous for good deeds of this character. The company has prepared especially for the American press an edition of the official engraving of the great statue, and has sent a copy to every newspaper in the land. This engraving being issued under the auspices and for the benefit of the Pedestal Committee, this act of the "Travelers'" involves its contribution of over $1,700 toward the erection of this splendid national monument.

We wish to call the attention of our readers to the advertisement on the last page of Leach, Shewell & Sanborn. This enterprising firm has lately published, "Lessons on the Human Body," by Principal Orestes M. Brands, of Paterson, N. J. This is a very valuable book, being an elementary treatise on physiology, hygiene, and the effects of stimulants and narcotics upon the human system, adapted for public schools. It is well illustrated, and contains 264 pages. Introduction price, 85 cts.

The firm of Van Antwerp, Bragg & Co., by far the most prominent publishing house in the West, has a list of text-books that perhaps are not surpassed by any publishing house in the country. Their series of readers are ably edited, and the typography and illustrations are so fine as to fit them for gift books. A descriptive catalogue will be sent to any address on application to the publishers or their New York agents, at 38 Bond street.

Among the oldest and most widely and favorably known manufacturers of school furniture is Mr. Nathaniel Johnson, of 490 Hudson street, N. Y. His school furniture is used in almost every section of the country, and has always given perfect satisfaction. Mr. Johnson has availed himself of all the new improvements and inventions, and will furnish estimates in fitting up school buildings on application at as low a rate as can be gotten anywhere for first class furniture.

The Pope Manufacturing Co., 597 Washington street, Boston, have just issued their spring catalogue of the Columbia bicycles and tricycles. It is a finely printed and illustrated pamphlet of 36 pages, with a handsome and artistic cover, designed by Mr. L. S. Ipsen, the eminent artist.

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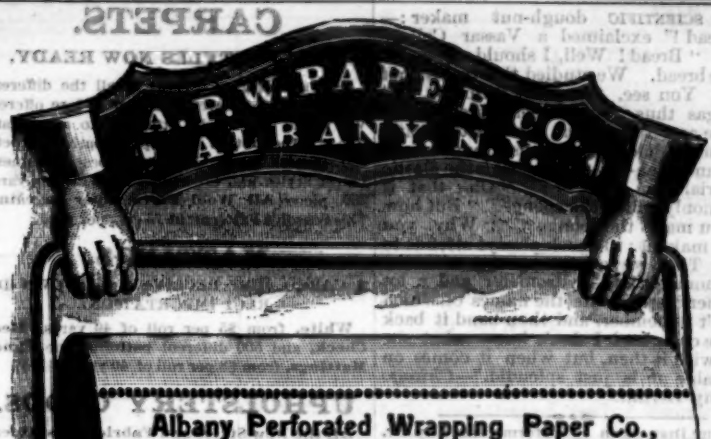

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The Ninth Session of the College of Languages will begin at the University of Vermont, Burlington, Vt., **Monday, July 7,** and continue six weeks, closing August 15. The Languages taught at the College will be for the *adults*, French, German, Italian, Spanish, Latin and Greek; for the *children*, French and German.

THE PROGRAMME will be found at the bookstores of F. W. CHRISTERN, New York; CARL SCHOENHOF, Boston; JOHN WANAMAKER, Philadelphia; ROBERT CLARKE & CO., Cincinnati; and will be sent to applicants by DR. L. SAUVEUR, Burlington, Vt.

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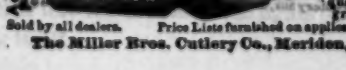

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The Miller Bros. Cutlery Co., Meriden, Ct.

A SCIENTIFIC dough-nut maker:—"Bread!" exclaimed a Vassar College girl. "Bread! Well, I should say I can make bread. We studied that in our first year. You see, the yeast ferments, and the gas thus formed permeates everywhere and transforms the plastic material into a clearly obvious atomic structure and then—" "But what is the plastic material you speak of?" "Oh; that is commonly called the sponge." "But how do you make the sponge?" "Why, you don't make it; the cook always attends to that. Then we test the sponge with the thermometer and hydrometer and a lot of other instruments the names of which I don't remember, and then hand it back to the cook, and I don't know what she does with it then, but when it comes on the table it is just splendid."—*Chicago Sunday Herald.*

HEART DISEASE in all its forms cured by Dr. Graves' Heart Regulator. Price $1. by druggists.

A CROWD of sitters were occupying their usual positions in a grocery store, swapping stories and watching for a chance to "catch" somebody, when one of them carelessly remarked: "It is a very high-toned affair." "What is?" quickly interrogated a young man from the suburbs. "A thunder storm," was the reply. The man who was caught merely said: "Oh," and congratulated himself on the fact that lightning seldom strikes twice in the same place.

To the readers of this paper; We know of nothing more effective for the cure of rough, chapped or chafed skin than Pearl's White Glycerine; it immediately relieves the soreness and its healing qualities are certainly wonderful, leaving the skin soft and pliable. It can be used at any time.

CHARLES LAMB, the author, who was one of the most genial of good souls, was never known to be impolite save once. On that occasion he was sitting at the elbow of a talkative lady. The latter remarked: "Mr. Lamb, you do not seem to be at all the better for what I am saying to you." "No, ma'am," he answered, "but this gentleman on the other side of me must, for it all came in at one ear and went out at the other!"

A gentleman from Orwell, Pa., was so earnest in asserting that Ely's Cream Balm had cured him of catarrh, that I purchased a stock. The Balm has already effected a number of cures here. P. F. Hyatt, M.D., Bordentown, N. J.

A LITTLE bit of patience often makes
the sunshine come,
And a little bit of love makes a very
happy home;
A little bit of hope makes a rainy day
look gay,
And a little bit of charity makes glad a
weary way.

The finest alterative and anti-bilious medicine on earth is *Samaritan Nervine.* $1.50.

JOSH BILLINGS says: "Most men concede that it looks foolish to see a boy dragging a heavy sled up hill for the fleetin' pleasure of ridin' down again; but it appears to me that the boy is a sage by the side of the young man who works all the week and drinks up all his wages Saturday night."

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Photographs, Engravings, etc., can be exquisitely colored with Liquid Art Colors made from Diamond Dyes. Full directions for this beautiful art work, with a handsome colored cabinet photo sent to any address for 10 cents. Wells & Richardson Co., Burlington Vt.

AMY was chatting with her friend Mildred, who used long and high-sounding words in preference to those in common use. "Yes," said Amy, "Sue told the story, and of course she got the cart before the horse." "You mean," said Mildred, "that she caused the vehicle to precede the quadruped."

CONSUMPTION.

I have a positive remedy for the above disease; by its use thousands of cases of the worst kind and of long standing have been cured. Indeed, so strong is my faith in its efficacy, that I will send TWO BOTTLES FREE, together with a VALUABLE TREATISE on this disease, to any sufferer. Give Express and P. O. address.

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White, from $5 per roll of 40 yards. Red-Check, and 500 different patterns fine Fancy Mattings, from $8 per roll of 40 yards.

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All the New Styles and Fabrics, Just Opened, at Popular Prices. 50 pairs Shiela Curtains at $15, worth $30. 100 pairs Raw Silk Curtains at $6 worth $9. 300 pieces, Plush (Plain and Embossed) at $1 per yard. Worth $1.50.

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CASH CAPITAL	$3,000,000 00
Reserve for Unearned Premiums	2,497,634 00
Reserve for Unpaid Losses and Claims	327,877 04
Net Surplus	1,667,254 07
CASH ASSETS	$7,492,751 11

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